DOCUMENT RESUME

ED 259 198 CE 041 926

AUTHOR	Smith, Beverly J.; Carl, Linda S.
TITLE	Formation of the Literacy Coalition of Harrisburg, Pennsylvania. A "How-to" Guide for Small Urban Communities. Developed July 1, 1984-June 30, 1985.
INSTITUTION	Catholic Social Services, Harrisburg, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	30 Jun 85
NOTE	138p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Literacy; Adult Programs; *Agency Cooperation; *Illiteracy; *Literacy Education; Program Development; Program Implementation; *Publicity; *Referral; Social Agencies
IDENTIFIERS	310 Project; *Coalitions; Pennsylvania (Harrisburg)

ABSTRACT

This report describes the formation of the Literacy Coalition of Harrisburg, which sought to allow for the pooling of resources, elimination of service duplication, and establishment of a referral system. Chapter I focuses on activities prior to submitting a grant proposal and includes correspondence. Chapter II covers writing and submitting the grant proposal. Chapter III outlines design of the coalition, including establishing operational ground rules, coalition members, detailed information on their agencies and groups, establishing a system of referrals, getting the word out to the social service community, delegating responsibilities within the coalition, and training the advisory council to manage the coalition and plan for the future. Sample forms are provided. Chapter IV describes the various public relations activities in detail: mass mailings to social service groups, speaking engagements and displays, brochure, getting the business community involved, newsletter, and mayor's press conference on literacy and other press coverage. Copies, examples, or samples are provided. Chapter V contains a summary of perceived accomplishments and problems and recommendations for avoiding problems, followed by evaluations by coalition members. Appendixes include literature from the Business Council for Effective Literacy, Inc., and selected literature on forming a literacy group. (YLB)

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FORMATION OF THE LITERACY COALITION OF HARRISBURG, PENNSYLVANIA

A "HOW-TO" GUIDE FOR SMALL URBAN COMMUNITIES

Developed July 1, 1984-June 30, 1985

Beverly J. Smith, Program Director
Linda S. Carl, Project Director
Migration and Refugee Services
of
Catholic Social Services
Diocese of Harrisburg

June 30, 1985

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This project number 98-5014 was funded by a grant from the Department of Education of the Commonwealth of Pennsylvania, 333 Market Street, P.O. Box 911, Harrisburg, Pennsylvania 17108 in the amount of $10,521.00.

Copies of this final report have been forwarded to the Educational Resources Information Center (ERIC). For ordering information, contact the ERIC Clearinghouse on Languages and Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007, (202) 298-9292.

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This project was conducted by Migration and Refugee Services of Catholic Social Services, Diocese of Harrisburg, 1500 Herr Street, Harrisburg, Pennsylvania 17103.

ABSTRACT

In order to better serve the approximately 10,000 illiterate adults residing in the city of Harrisburg Pennsylvania, seven local literacy related agencies and groups came together in 1984 to form the Literacy Coalition of Harrisburg.

The purpose of the Coalition is not to establish a new service provider but rather to allow for the pooling of resources, eliminate any existing duplication of services, and to establish a meaningful system of referrals. By pooling resources, both financial and material, it was hoped that a local public awareness campaign could be conducted which would make illiterate adults aware of the various literacy services available in the Harrisburg area. It was felt that such a public awareness campaign would also inform the general public of the problems and extent of illiteracy in this locality.

Groups or agencies in other cities who are considering the formation of such a coalition of literacy related resources will find this report of interest.

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INTRODUCTION

By applying the national illiteracy rate to the adult population of the city of Harrisburg, Pennsylvania (43,000), the Pennsylvania Department of Education was able to estimate that, as of June 1984, there were approximately 10,000 illiterate adults in the city of Harrisburg. Several local agencies and volunteer groups were providing literacy training and/or referral services to illiterate adults in the Harrisburg area at that time. The various agencies and groups, however, were all operating under severe financial constraints and therefore had difficulty in providing publicity and outreach to the illiterate adults in need of their services. In addition, most of the agencies or groups had a limited number of books, volunteers/tutors, training materials or other resources. As a result of these limitations, many illiterate adults in the Harrisburg area were not aware of (and therefore not utilizing) the literacy services available in their community. Those adults who were utilizing the literacy services were often underserved because of the agency's or group's lack of resources.

To help remedy some of these problems, Migration and Refugee Services of Catholic Social Services, Diocese of Harrisburg, who provides volunteer based literacy training, approached other existing literacy service providers in the area with a proposal to organize a coalition of all local literacy-related groups and agencies. The purpose of the coalition was not to establish a new service provider but rather to allow for the pooling of resources, eliminate any duplication of services, and to establish a meaningful system of referrals. By pooling resources (both financial and material), it was hoped that a local public awareness campaign could be

conducted which would make illiterate adults aware of the various literacy-related services in the Harrisburg area.

Between July 1, 1984 and June 30, 1985, with a special demonstration grant from the Pennsylvania Department of Education, such a coalition was formed. The Literacy Coalition of Harrisburg was formed by:

1. Tri-County Opportunities Industrialization Center,
   Mr. Jeffrey Woodyard, Executive Director
2. Dauphin County Library System,
   Mr. Rich Bowra, Assistant Director
3. Volunteers of America, Harrisburg Branch
   Mr. Steve Jones, Director
4. Central Pennsylvania Literacy Council,
   Mrs. Audrey Ransom, Council Representative
5. Literacy Volunteers of Catholic Social Services
   Ms. Linda Carl, Coordinator
6. Spanish Community Center of Harrisburg,
   Mr. Julio Diodonet, Director
7. Harrisburg School District
   Mr. George Mitchell, Director of Instructional Services

This report describes the formation of the Literacy Coalition of Harrisburg and its accomplishments. Copies of this report can be obtained by writing to:

The Pennsylvania Department of Education
Division of Adult and Continuing Education
333 Market Street
Harrisburg, Pennsylvania 17108

OR

Educational Resources Information Center
3520 Prospect Street, N.W.
Washington, DC 20007

Agencies or groups in other cities who are considering pooling literacy resources will find this report of interest.

LAYING THE GROUNDWORK FOR A LITERACY COALITION

I. BEFORE SUBMITTING A GRANT PROPOSAL

Migration and Refugee Services of Catholic Social Services approached various literacy-related agencies and groups in the Harrisburg area with the proposal to form a literacy coalition prior to submitting an application for a grant to fund it. The idea of such a coalition had surfaced many times in the past, especially between and among such agencies/groups as the Tri-County Opportunities Industrialization Center, the Central Pennsylvania Literacy Council, the Spanish Community Center, the Dauphin County Library System and the Literacy Volunteers of Catholic Social Services. These are the five agencies /groups that actually agreed upon the formation of a literacy coalition. Other interested agencies or groups would become members at a later date.

It was understood by the agencies/groups that the autonomy of each program would be maintained. It was also agreed that the goal of the Coalition would be to serve as a forum in which to exchange training, materials and referrals. The agreed-upon objectives of the Coalition were:

* to raise awareness of illiteracy problems within the greater Harrisburg area,
* to convince the community that support for literacy programs will reduce crime and unemployment,
* to recruit volunteer tutors,
* to convince illiterate adults to access literacy training programs,
* to establish a centralized system of referrals for literacy.

Each agency/group that was interested in becoming a Coalition member would be permitted to appoint a representative to a "Coalition Advisory Council". The purpose of the Advisory Council was to establish the

policies and procedures for the operation of the Coalition.

A letter which explained the above-mentioned purposes and relationships was circulated among the five original groups so that the letter's content could be discussed by each group's board of directors. A representative of each of the five agencies/groups then signed a statement saying that their agency/group was indeed interested in becoming a part of such a literacy coalition. A copy of the correspondence used as well as a copy of the signed statement follows (pages: 5-7).

We strongly encourage other groups or agencies who are interested in forming any type of coalition to discuss the plans thoroughly with prospective members prior to seeking funds. It should not be assumed that a local agency or group would be interested in belonging to a larger coalition. In addition, each prospective member's board of directors should be given time to consider and vote on whether or not to join the coalition.

Prior to submitting a grant proposal to the Pennsylvania Department of Education, Catholic Social Services also requested that the mayor of Harrisburg, Stephen R. Reed, write a letter of endorsement for the coalition concept. This letter, which Mayor Reed enthusiastically penned, accompanied the completed grant proposal. See pages 8 and 9 for a copy of our request to Mayor Reed as well as his letter of endorsement.

SAMPLE OF LETTER TO PROSPECTIVE COALITION MEMBERS:

CATHOLIC SOCIAL SERVICES

DIOCESE OF HARRISBURG, PA., INC.

MIGRATION AND REFUGEE SERVICES
1500 HERR STREET
HARRISBURG, PA. 17103
717 - 232-0568

EXECUTIVE DIRECTOR
VERY REV. FRANCIS M. KUMONTIS
MSW, MBA

ADVISORY COUNCIL
PRESIDENT
MRS. MARY HILLSTROM
LANCASTER
VICE PRESIDENT
MR. RICHARD HAGMAN
YORK
SECRETARY
SISTER JEAN MOHL, SCC
CAMP HILL

MEMBERS
MISS CATHERINE P. ELLIOTT
HARRISBURG
MR. ALFRED J. MILLER
CHAMBERSBURG
ARTHUR F. NELSON, JR. P.E.
HARRISBURG
MRS. DIANA REILLY
LEBANON
BERNARD A. RYAN, JR., ESQ.
HARRISBURG
MISS CATHERINE L. ZEALBERG
LANCASTER
CHARLES W. CLARK, P.D.
CAMP HILL

AFFILIATIONS/MEMBERSHIPS
BIG BROTHERS/BIG SISTERS OF AMERICA
NATIONAL ASSOC. OF CATHOLIC DIOCESAN FAMILY LIFE MINISTRIES
NATIONAL CONFERENCE OF CATHOLIC CHARITIES
PENNSYLVANIA CATHOLIC CONFERENCE
PENNA. COUNCIL OF VOLUNTARY CHILD CARE AGENCIES
PENNA. FOSTER PARENTS ASSOCIATION

MAIN DIOCESAN OFFICE
P. O. BOX 3551
4800 UNION DEPOSIT ROAD
HARRISBURG, PA. 17105
(717) 652-3934

DISTRICT OFFICES
CHAMBERSBURG
GETTYSBURG
LANCASTER
LEBANON
SHAMOKIN
TRI-COUNTY
YORK

April 23, 1984

Dear

On May 4, 1984, the office of Migration and Refugee Services of Catholic Social Services(CSS) will be sending a final grant proposal to the Pa. Dept. of Education. If funded, this grant would provide for the formation of a Literacy Coalition and would allow for the education of functionally illiterate adults in the city of Harrisburg. The proposed Coalition would link the Spanish Community Center, the Opportunities Industrialization Center, the Central Pa. Literacy Council, the Dauphin County Library System and the Literacy Volunteers of CSS. It would be the first of its kind in the state.

As a member of the coalition, your organization would appoint a representative to attend monthly meetings of the Advisory Council. The purpose of the Advisory Council would be to assist in establishing policy and procedure for the Coalition and to help the Coalition to:

- inform the residents of Harrisburg of the need to teach over 10,000 functionally illiterate adults in the city
- convince the community that funding and supporting education will reduce crime and unemployment
- recruit volunteer tutors
- launch a comprehensive outreach program to recruit students (publicity would be bilingual, multi-cultural, non-sexist, and target functionally illiterate city residents)
- refer the students to appropriate programs that meet their needs.

The autonomy of our programs will, of course be maintained since we all have our specialities. As a Coalition, we would be able to exchange training, materials and referrals. Together, we could make a far stronger impact upon the literacy problem in the city of Harrisburg.

ACCREDITED BY COUNCIL ON ACCREDITATION
OF SERVICES FOR FAMILIES AND CHILDREN, INC.
67 IRVING PLACE, NEW YORK, NY 10003

Instead of attaching individual letters of support to our proposal, CSS has drawn up a form letter for each organization to use if they are interested in becoming a member of the Coalition. At the bottom of the form letter, there will be a space for the signature of the President or Director of your organization. All of the members of the Coalition would then easily be identifiable on one sheet of paper when the proposal is submitted.

I will be contacting you in the near future to ask if you would like to sign. I felt that this letter would explain the intent of the proposal before I asked for your organization's decision. We look forward to working with you on this meaningful project.

Sincerely,

Linda Carl
ESL Program Coordinator
Migration and Refugee Services

The undersigned represent the organizations that are interested in becoming a part of the Harrisburg Literacy Coalition. We feel strongly that we can make a far greater impact as a group then by working separately to reduce the number of illiterate adults in the city. We will strive to involve a large number of other private and public sectors in the city in order to encourage continuing community support for this special project. We desire that the autonomy of our organizations be maintained. However, we appreciate that a Coalition would facilitate the linkage of training, materials, and referrals. We agree to work as a team rather than as competitive programs and together launch a mass public awareness campaign which would be of benefit to all of our efforts to serve the functionally illiterate in the city of Harrisburg.

Julio Diodonet, Director, Spanish Community Center

Jeff Woodyard, Director, Opportunities Industrialization Center

Sara Long, Director, Dauphin County Library Systems

5-22-84

Winifred Smay, President, Central Pa. Literacy Council
Laubach Literacy Association (LLA)

Beverly J. Smith, Director, Migration and Refugee Services
(Literacy Volunteers of CSS)

[NOTE: The Central Pennsylvania Literacy Council feels unable to sign until the entire council has met and discussed the coalition. The next council meeting will be held on May 22, 1984 which is, unfortunately after the proposal deadline.]

CATHOLIC SOCIAL SERVICES

DIOCESE OF HARRISBURG, PA., INC.

MIGRATION AND REFUGEE SERVICES

1500 HERR STREET

HARRISBURG, PA. 17103

717 - 232-0568

EXECUTIVE DIRECTOR

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HARRISBURG

MR. ALFRED J. MI[illegible]R
CHAMBERSBURG

ARTHUR F. NELS[illegible], JR. P.E.
HARRISBURG

MRS. DIANA REILLY
LEBANON

BERNARD A. RYAN, JR., ESQ.
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LANCASTER

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PENNSYLVANIA CATHOLIC CONFERENCE
PENNA. COUNCIL OF VOLUNTARY CHILD CARE AGENCIES
PENNA. FOSTER PARENTS ASSOCIATION

MAIN DIOCESAN OFFICE

P. O. BOX 3551
4800 UNION DEPOSIT ROAD
HARRISBURG, PA. 17105
(717) 652 3934

DISTRICT OFFICES

CHAMBERSBURG
GETTYSBURG
LANCASTER
LEBANON
SHAMOKIN
TRI-COUNTY
YORK

April 24, 1984

The Honorable Mayor Stephen Reed
City Government Center
Suite 202
10 N. Market Square
Harrisburg, PA 17101-1678

Dear Mayor Reed,

On May 4, 1984, the office of Migration & Refugee Services of Catholic Social Services (CSS) will be sending a final grant proposal to the PA Department of Education. If funded, this grant would provide for the formation of a Literacy Coalition and would allow for the education of functionally illiterate adults in the city of Harrisburg. The proposed Coalition would link the Spanish Community Center, the Opportunities Industrialization Center, the Central PA Literacy Council, the Dauphin County Library System and the Literacy Volunteers of CSS. It would be the first of its kind in the state.

CSS would like to attach to our proposal a letter from you which would state the need to educate the 10,000 adults in Harrisburg city who cannot read or write. Perhaps, you could also describe how a dialogue between Blacks, Whites, Hispanics and Refugees created by working on this project would benefit the city. Finally, we would ask that you personally pledge your support to this project.

I am aware of your former appearances at adult education functions and I realize that you have been a strong voice for our cause. I would appreciate an appointment to meet with you and further explain the goals and objectives of this project.

Sincerely,

Linda Carl

Linda Carl
ESL Coordinator
Migration & Refugee Services

LC/gr

ACCREDITED BY COUNCIL ON ACCREDITATION
OF SERVICES FOR FAMILIES AND CHILDREN, INC.
67 IRVING PLACE, NEW YORK, NY 10003

OFFICE OF THE MAYOR

CITY GOVERNMENT CENTER
HARRISBURG, PENNSYLVANIA 17101-1678

STEPHEN R. REED
MAYOR

May 2, 1984

To Whom It May Concern:

Functional illiteracy denies even the most basic of opportunities for a person to productively participate in our society. Despite a long established and developed educational system in this area and nation, there remains an inordinate number of persons who are illiterate.

This office is familiar with and supportive of the application for funds from the Pennsylvania Department of Education being filed by the Office of Migration and Refugee Services of Catholic Social Services of the Harrisburg Diocese.

Their proposal provides for the formation of a Literacy Coalition that involves an unprecedented linkage of the Harrisburg Spanish Community Center, the Opportunities Industrialization Center of Harrisburg, the Central Pennsylvania Literacy Council, the Dauphin County Library System and the Literacy Volunteers of Catholic Social Services. In this area of limited resources, efforts to provide for consolidation, coordination and non-duplication should receive priority consideration.

This city is accutely aware of the need for programs to eradicate illiteracy. Statistics indicate that as many as 10,000 or more adults in the city and area of Harrisburg cannot read or write. The problem is therefore one of urgency.

We believe that your approval of the CSS funding application would be a milestone in the interagency and intergovernmental efforts to deal with this issue. Unhesitantly, therefore, I support and urge the adoption of their funding application.

Yours sincerely,

Stephen Reed

STEPHEN R. REED
Mayor

II. WRITING AND SUBMITTING THE GRANT PROPOSAL

The five agencies and groups that initially agreed to form the Coalition had intended to utilize grant monies for several purposes. Some funds would be used to offset regular operating expenses as well as the cost of new books and training materials. It was anticipated that the Coalition would bring new students to each of the Coalition members and therefore they would naturally have more costs and need more resources. However, it was planned that the bulk of the funds would be used to conduct a large literacy public awareness campaign in the greater Harrisburg area. Such a campaign was to include heavy utilization of the oftentimes expensive audio-visual media (eg: television and radio) to assure that illiterate adults would be made aware of local resources.

Migration and Refugee Services of Catholic Social Services wrote and submitted a grant proposal to the Pennsylvania Department of Education, Division of Adult and Continuing Education. The grant was proposed under the '310 Special Demonstration Projects' guidelines and funding resources. Such grants are available for a one year period and are not renewable.

The original proposal requested a grant of $19,771.00. Roughly, 40% of this amount was to be used for a massive public relations "package" including billboards, television ads, radio and newspaper coverage. Approximately 30% was proposed to help pay for salaries (partial) of existing staff of Migration and Refugee Services of Catholic Social Services. The remaining monies were proposed for books, training materials and operating expenses to be divided between and among the Coalition members.

The Pennsylvania Department of Education awarded Migration and Refugee Services of Catholic Social Services a grant in the amount of $10,521.00 to establish

and maintain a literacy coalition in the greater Harrisburg area. The grant was for the period July 1, 1984 through June 30, 1985. The Pennsylvania Department of Education was unable to allocate funds for the public awareness campaign package which had been proposed. Coalition members decided to accept the grant regardless of this loss. It was determined that the Coalition members would develop other creative resources for conducting such a public awareness campaign.

III. DESIGN OF THE COALITION

A. Operational Ground-rules Established

Upon notification of the approval of the Pennsylvania Department of Education grant, Migration and Refugee Services of Catholic Social Servcies called together the initial five members plus a sixth group, Volunteers of America, which had expressed an interest in becoming a member of the Coalition. All of the members were asked to select a representative to serve on an Advisory Council for the Coalition. It was understood that Migration and Refugee Services of Catholic Social Services was responsible for the financial administration and reporting of the Pennsylvania Department of Education grant. However, the Advisory Council was to make decisions on the most effective utilization of the grant funds and activities.

Migration and Refugee Services of Catholic Social Services called the first meeting of the Coalition on July 19, 1984. This meeting took place at the Migration and Refugee Service of Catholic Social Services office located at 1500 Herr Street in Harrisburg, Pennsylvania. The agenda of that first meeting can be found on pages 14-15. Each member brought literature and various information about their own literacy program. This helped to familiarize members with other community resources. To facilitate this familiarization even further, it was determined that the Coalition would meet at each of the member's facilities on a rotating basis. Friday afternoons were chosen as the best time for the members to convene for their monthly meetings. Linda Carl, who was listed as the Coalition project director on the grant proposal, was selected to chair the Coalition for its first year of existence. Members who missed three meetings would be issued a warning notifying them that they would be no longer considered a member if they failed to attend the next meeting.

At each meeting, minutes were taken on a standard form (see page 16) by a member of the Coalition. To save time and costs, the minutes were photocopied and handed to each attending member prior to their leaving the meeting. A meeting agenda was to be developed by the Chairperson, in consultation with the other members, one week prior to each meeting. These agenda were to be sent in advance to each member so that they could prepare for meetings with their board of directors.

HARRISBURG LITERACY COALITION

AGENDA

JULY 19,1984 9:00-11:00am

Migration & Refugee Services

1500 Herr Street Hbg.

9:00-9:30 Introductions and Coffee

- Each member please bring a brochure or similar handout about your program
- Be prepared to speak briefly about yourself and your program

9:30-9:45 Operational Decisions (Come prepared to voice your choice)

- Future Meetings
  a. alternate sites of meetings yes___ no___
  b. day of month that suits you best M T W TH F
  c. time of day that suits you best morning_____ afternoon___ evenings___
- Do we want to have a different person chair each meeting to maintain equity yes___ no___
- How many meetings can a member organization miss before it is considered no longer a member of the Coalition 1___2___3___4___
- Minutes will be taken on a standard form. They will be handwritten during the meeting and handed out (after being xeroxed) to each member before they leave the meeting to save on postage and time yes___ no___
  Volunteer to take the minutes _____
- The agenda will be prepared by Linda Carl and sent to each member one week prior to the next meeting to serve as a reminder and to prepare the members for what to bring along and decisions that may need some consideration before the date of the meeting yes___ no___

9:45-10:15 Review of the Proposal

- Copies of the proposal will be available for each of the members
  a. suggested changes in goals and objectives of the Coalition
  b. questions on budget cuts
  c. develop a mission statement that we can use when informing the Harrisburg area civic, community, service, church and business groups of the formation of the Literacy Coalition.

10:15-11:00 Discussion Questions

1. Due to the lack of funds to run a public awareness campaign, we will need to solicit support, $$$ and in-kind donations from the community. Tri-Vac has suggested recruiting and interviewing a Public Awareness Campaign Manager.
   a. would this be acceptable to the Coalition
   b. we would need someone to write a job description for this position and send it to Tri-Vac and put it in the newspapers

2. Would the Coalition like to compile a list of all of our resources?
   a. What should the list enclude? people- trainers, artists, bilingual
      materials - books, equipment...
      facilities- space we use
      space we need
      space we have to spare

   If we decide to compile such a list, each member must be willing to write up their own resources available and send it to Linda Carl. The secretary at Migration and Refugee Services would then type the list and xerox copies for each member for the next meeting.

Discussion Cont.

3. Would we like to compile a list of community groups and individuals that would receive a letter introducing the Literacy Coalition
   - could this list be used as a standard mailing list? If yes, all members would need to write out such a list and send it to one member of the Coalition who would tabulate the lists to avoid duplications and send a rough copy to Migration and Refugee Services for the secretary to type onto a master for address labels.
   - do this before next meeting or hand in at the next meeting?
   - this type of list is unnecessary at this point?

4. Should a letter of introduction be composed in order to inform the community of Harrisburg of the existance of our Coalition and its mission, goals and objectives? This letter would serve to pave the way for future letters asking for thier involvement in some way.

   if we decide yes, volunteer to draft such a letter

5. Your suggestions for items that should be covered on the next agenda

6. Future meeting date and time set

7. Any other concerns or questions that the members feel should be addressed at this meeting before adjournment?

SAMPLE

LITERACY COALITION OF HARRISBURG

MINUTES _____
date

_____
place of meeting

ITEM	y / n	X / X	Discussion and Decision	Who's To Do What	By(date)

B. Members of the Coalition

The five original member agencies/groups of the Coalition were as follows:

1. Tri-County Opportunities Industrialization Center
   1839 Green Street
   Harrisburg, Pennsylvania 17102 (717)233-7318
   Representative: Jeffrey Woodyard

2. Dauphin County Library System
   101 Walnut Street
   Harrisburg, Pennsylvania 17101 (717)234-4961
   Representative: Sarah Long

3. Spanish Community Center
   301 S. 13th Street
   Harrisburg, Pennsylvania 17104 (717)232-7691
   Representative: Julio Diodonet

4. Central Pennsylvania Literacy Council
   21 S. River Street
   Harrisburg, Pennsylvania 17101 (717)238-2567
   Representative: Winifred Smay

5. Literacy Volunteers of Catholic Social Services
   Migration and Refugee Services
   1500 Herr Street
   Harrisburg, Pennsylvania 17103 (717)232-0568
   Representative: Linda Carl, Coalition Chairperson

Volunteers of America was added as a member soon after the Coalition's formation.

6. Volunteers of America
   2100 N. Third Street
   Harrisburg, Pennsylvania 17110 (717)236-1429
   Representative: Steven Jones

A seventh member was added later at the suggestion of the Pennsylvania Department of Education:

7. Harrisburg School District
   1201 N. Sixth Street, Box 2645
   Harrisburg, Pennsylvania 17105 (717)255-2474
   Representative: George Mitchell

Detailed information on each of these member's agencies and groups can be found in the following pages (pages: 18-26). The above-mentioned representatives were collectively named the 'Advisory Council' to the Coalition. It was agreed by the Advisory Council that other community groups and agencies could become 'members' of the Coalition, but that the Advisory Council would actually be the governing body of the Coalition

TRI-COUNTY OPPORTUNITIES INDUSTRIALIZATION CENTER

The Tri-County Opportunities Industrialization Center, Inc. is a non-profit, community-based academic and vocational training center. Since 1965, O.I.C. has been training the underemployed and the unemployed in areas that offer job potential. O.I.C. also specializes in adult education, particularly G.E.D. preparation and basic reading and writing skills. O.I.C. receives support from a variety of funding sources including local businesses, churches and government agencies.

Currently Offers

-- Adult basic education
-- GED preparation
-- English as a Second Language
-- Clerical/Word Processing Training
-- Data Entry Training
-- Job Development
-- Vocational Counseling

Tri-County O.I.C.
1839 Green Street
Harrisburg, PA 17102
(717) 238-7318

101 Walnut Street
Harrisburg, PA 17101
(717) 234-4961

The Dauphin County Library System consists of nine public libraries throughout Dauphin County. Our role is to serve the greatest number of people in the community with information, resources and services.

We have libraries at the following locations:

Central Library
(101 Walnut Street)

East Shore Branch Library
(4501 Ethel Street)
Colonial Park

Elizabethville

Harrisburg Uptown Branch (HUB)
(Uptown Branch)

Hummelstown

Johnson Memorial Library
(Millersburg)

Kline Village Branch Library
(Shopping Center)

Northern Dauphin Branch
(Lykens)

Williamstown Branch

DAUPHIN COUNTY LIBRARY SYSTEM

The Dauphin County Library System is a private, non-profit public library corporation. According to its by-laws, it is established "for the use of the citizens of Dauphin County and shall be operated so as to provide leadership for library development consistent with the needs and desires of those citizens as well as to serve as a center of education, culture and practical information for them." It is governed by a seventeen member Board of Trustees.

BRANCH LOCATIONS

- Millersburg - Johnson Memorial Library
- Elizabethville - Elizabethville Branch
- Lykens - Northern Dauphin Branch
- Williamstown - Williamstown Branch
- Hershey - Hershey Public Library
- Hummelstown - Hummelstown Public Library
- Harrisburg - East Shore Area Branch
  - Harrisburg Uptown Branch (HUB)
  - Central Branch
  - Kline Village Branch

The Dauphin County Library System continues the tradition of public library service inaugurated in 1795. These services include:

- Interlibrary Loan(computer access to over 8 million titles throughout the U.S.)
- A 16 mm film collection (400 titles)
- A video cassette service of feature films
- Designing and printing of brochures, bookmarks, posters

In addition, the Dauphin County Library System offers a myriad of special workshops, children's activities, and community events. For more information visit the Central Branch located at 101 Walnut Street in Harrisburg or call (717) 234-4961.

SPANISH COMMUNITY CENTER

301 South 13th Street
Harrisburg, PA 17104
(717) 232-7691

The Puerto Rican Organizing Committee (P.R.O.C.) was organized in 1973 and has served as an advocate for Hispanics in the Harrisburg Area. Its mission is to help them become self-dependent, self-sufficient, and get off public assistance rolls. For over 10 years, through its social services and training programs, PROC has served the needs of the low income by providing services such as:

Employment and Job Counseling
Case Management
Information and Referral
English as a Second Language Instruction
Literacy Instruction
General Clerical Training
Community Development
Life Skills Education

Central Pennsylvania
Literacy Council, Inc.

serving
Cumberland & Dauphin Counties

Affiliated with Laubach Literacy International
founded in 1930 by Dr. Frank Laubach

"Each One Teach One"

The Central PA Literacy Council was founded in 1970. The Council trains volunteers to teach reading or English to adults 18 years or older.

Volunteers are certified by Laubach trainers upon completion of a 12 hour (VRA) Volunteer Reading Aide workshop or a 15 hour (ESOL) English to Speakers of Other Languages workshop.

People 18 years and older who speak, read and write well may become volunteer tutors. After becoming certified the volunteers are required to tutor at least two hours a week at a convenient library, church or home. Workshops will be publicized in local newspapers.

The Indo-Chinese Service Center in Market Square Presbyterian Church, Harrisburg, PA is staffed with Laubach tutors teaching ESOL Monday through Friday.

Central PA Literacy Council
21 South River St.
Harrisburg, PA 17101
238-2567

LITERACY VOLUNTEERS OF CATHOLIC SOCIAL SERVICES

The office of Migration and Refugee Services of Catholic Social Services provides English as a Second Language (ESL) and Basic Reading instruction. Classes, small groups, and one to one tutors are free of charge to adults throughout the 24 county area of Central PA.

Slides and tapes produced by Literacy Volunteers of America are used to train volunteer ESL and Basic Reading tutors. This method stresses survival and life skill language competencies. The students' individual needs and goals are identified and lessons are planned accordingly.

Other Services Offered by Migration and Refugee Services Includes:

1. Refugee Sponsorship/Resettlement
2. Employment Services for Refugees
3. ESL and Literacy Instruction
4. Immigration Services for all persons
5. Cross Cultural training and resource center
6. Advocacy for refugees and others facing language or cultural barriers

CONTACT:

Migration and Refugee Services of Catholic Social Services
1500 Herr Street
Harrisburg, PA 17103
(717) 232-0568

HARRISBURG SCHOOL DISTRICT
1201 N. Sixth Street, Box 2645
Harrisburg, PA 17105
(717) 255-2474

There are four Adult Basic Education federally funded programs in the Harrisburg School District. Funds are allocated according to need and enrollment:

I. ADULT BASIC EDUCATION -

Students enrolled in this program are those adults who can profit by a flexible, work-at-own speed program of instruction. Students are eligible on the basis of educational limitation, low economic status and the need and desire to become more proficient in speaking, reading and writing English. The ABE Program is coordinated with community organizations and addresses the basic reading skills plus arithmetic, social studies and civic knowledge on levels of grades 1 to 8.

Classes are offered at the Ben Franklin Building - 1205 North Sixth Street - each Tuesday and Wednesday evening from 6 to 9 p.m.

Students are provided guidance and counseling services. Each student is interviewed and assigned appropriate, individualized instructional materials. The staff serves the special needs of adults and utilizes appropriate materials and methods for the adult participant.

Students are pre and post tested according to their placement using formal/informal evaluation measurements. Those students who qualify will be placed in the GED (General Equivalency Diploma) Program at the end of the ABE Program.

II. GED * (GENERAL EQUIVALENCY DIPLOMA) PROGRAM -

Students enrolled in this program are those adults who can pass the ABE requirements for continuation to a post eighth grade level, and who can learn those skills which will qualify them to complete their high school education by passing the state GED test.

Students with educational limitations and who possess a lack of exposure to high school levels of necessary skills will benefit from an initial orientation, individual and group counseling sessions and continued follow-up and assistance with goal setting.

The GED Program provides flexible scheduling, special counseling support for special target groups such as the handicapped, older adults, minorities, displaced homemakers, etc.

Classes are held at the Ben Franklin Elementary Building 1205 N. Sixth Street, Harrisburg, each Tuesday and Wednesday evening from 6 to 9 p.m.

The GED test is offered at various local sites, one of which is the Harrisburg Area Community College.

III. ADULT BASIC EDUCATION FOR THE OLDER TRAINABLE MENTALLY RETARDED -

This program is held each Monday evening from 5:00 to 8:00 p.m. in the Melrose Elementary Building - 2041 Berryhill Street, Harrisburg.

The program approaches the older trainable/mentally retarded person who wishes to improve his/her reading, math and life coping skills. The innovative curriculum is based on the four phases of exploration, formulation, implementation and dissemination of information.

IV. ADULT BASIC EDUCATION FOR THE EDUCABLE MENTALLY RETARDED -

This experimental one-year program offers the basic skills as well as "hands-on" skills necessary to the educable mentally retarded individual for survival in everyday life.

Classes are held on Monday and Tuesday evenings from 6:00 to 9:00 p.m. in the annex at the rear of the Camp Curtin Building--2900 N. Sixth Street, Harrisburg.

THE VOLUNTEERS OF AMERICA
HARRISBURG, BRANCH
2100 N. Third • Harrisburg, PA 17110 • (717) 236-1429

General Ray C. Tremont
National Director

Col. David Bordenkircher
Regional Director

Steven Jonas
Branch Executive
Director

Volunteers of America is a religious and charitable social service organization headquartered at 2100 North 3rd Street, Harrisburg.

A non-profit organization, and technically a church, VOA is part of a national network of branches in various U.S. cities which offer an array of programs which address human need.

Programs currently conducted by the local VOA include the following:

Two Thrift Stores for the needy and general public

Free pick-up service for donated articles

Mental Health Program for clients recovering from mental illness

Free summer lunch program for school age children

Special events such as Christmas Party and Toy Giveaway for underprivileged children, Easter Egg Hunt, Evangelistic Tent Crusades, etc.

Marital, Singles and Family Counseling

Emergency Aid to fire and theft victims

Referral service for food and shelter

Summer evangelistic center for children

And, of course, our new computerized literacy initiative for adults.

Call 236-1429 for further information.

C. Location of the Coalition

The Coalition was named the "Literacy Coalition of Harrisburg". The geographical range of the Coalition was defined as the Greater Harrisburg area. The Coalition sought to have a telephone line which would be answered "Literacy Coalition" and which would serve as a central information and referral bank. Both prospective students and volunteers could call this number. Until such a telephone line could be installed, the Migration and Refugee Services office of Catholic Social Services telephone number was used in the Coalition's correspondence and public relations.

The Coalition telephone line was installed in March, 1985 at the Dauphin County Central Library located at 101 Walnut Street, Harrisburg, Pennsylvania 17101. The telephone number is (717)234-4976. This library address also became the official address of the Literacy Coalition of Harrisburg. After much deliberation, the library was chosen as the central information and referral base for the following reasons:

1. The library has no literacy training program of its own and therefore it is less likely to be competitive or biased in its referrals.
2. The library was willing and able to accommodate a new line and would be able to staff the line.
3. The library is open longer hours than the other member agencies.

The installation costs of this telephone were paid by the Pennsylvania Department of Education. The telephone line is staffed by professional library personnel who have been trained by the Central Pennsylvania Literacy Council to be sensitive to the illiterate adult who is calling for help.

D. Establishing a System of Referrals

When a person calls the above-mentioned telephone number, an employee of the library answers the line "Literacy Coalition". A referral form, which was developed by the Coalition, is completed by the library employee for each person who calls. The completed forms are then sent to the Coalition Chairperson who in turn determines to which member (or non-member) agency or group a person should be referred and then actually makes the referral. A copy of the referral form is then sent to the agency or group to which the person is referred. See pages 29-30 for samples of the referral forms that are utilized. Prospective students are often given information about local literacy class sites and schedules over the telephone (see classes available on page 31).

Calls for information and services from both volunteers and prospective students are followed up approximately one month after the initial contact. This follow-up was done by the Coalition Chairperson. This was found to be a great deal of work and will probably become the responsibility of the agency or group to which the caller is referred.

Literacy Coalition of Harrisburg

STUDENT FACT SHEET

LCH

STUDENT FORM #_____

* Recorder Take Note: Use one sheet per call. Sheets are numbered for accurate count of calls received. Use back of sheet if needed.

Please Print

NAME: _____
(first) (middle) (last)

ADDRESS: _____

TELEPHONE: _____ BEST TIME TO CALL _____
(days)(time- AM or PM)

LAST GRADE FINISHED IN SCHOOL_____ HIGH SCHOOL DIPLOMA yes___ no___

EMPLOYED: yes___ no___

TIME AVAILABLE TO STUDY WITH A TUTOR: WHCIH DAYS? M..Tu. W. Th. F. Sat. Sun.
(circle all that apply)

WHAT TIME PREFERED _____

AGE:(optional) _____

PERSON THAT MADE THIS CALL (Circle one) self,wife,sister, friend, other ____

if"other" please explain_____

_____

This person's phone #_____

LANGUAGE SPOKEN AT HOME IF OTHER THAN ENGLISH_____

OTHER LANGUAGES SPOKEN _____,_____,_____

* * * * * * * Recorder please note any other comments that you feel may assist in matching this student with a volunteer or referring the student to a class.

_____

_____

_____

* * * * * * * * Recorder: Please do not write below this line* * * * * * * *

Referred to: _____

Date sent: _____ Date of Followup by Coalition_____

Literacy Coalition of Harrisburg

TUTOR FACT SHEET

TUTOR FORM #_____

* Recorder take note: Use one sheet per call. Sheets should be numbered for accurate count of calls received. Use back of sheet if needed.

NAME: _____

ADDRESS: _____

TELEPHONE: _____ BEST TIME TO CALL: _____
(days) (time) (AM or PM)

HIGH SCHOOL GRADUATE: yes___ no___ ADVANCED STUDY _____

AGE:(optional)_____

EMPLOYED: yes___ no___ LAST OR PRESENT WORK EXPERIENCE_____

_____

EXPERIENCE RELATED TO LITERACY/EDUCATION__
(if any? this is not required)

_____

TIME AVAILABLE FOR TUTORING: # HOURS PER WK._____

WHICH DAYS (circle) M. Tu. W. Th. F. Sat. Sun.

WHAT TIME PREFERED _____

FOREIGN LANGUAGES SPOKEN: _____,_____,_____

TRAINING IN LITERACY TUTORING : yes___ no___ IF YES, BY WHOM:_____

********* Recorder: Please do not write below this line * * * * * * * *

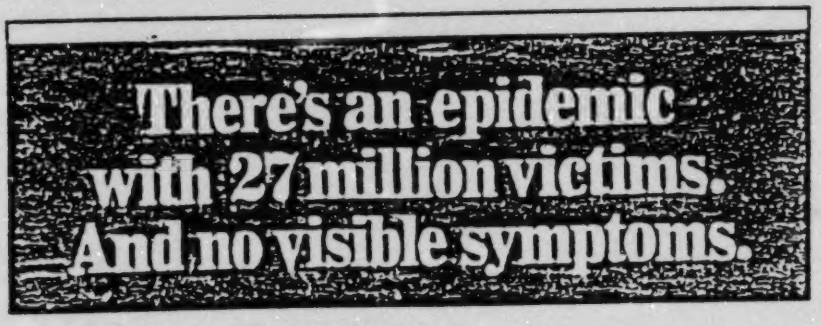
REFERRAL

_____

_____

_____

Literacy Coalition of Harrisburg
101 Walnut Street, Harrisburg, PA 17101
(717) 234-4976



HARRISBURG AREA ADULT LITERACY PROGRAMS

CLASSES IN BASIC READING

238-7318	Opportunities Industrialization Center - 1839 Green Street Hoverter Homes - 13th and Sycamore Streets Dauphin County Area Agency on Aging - Market Square - (Sr. Cit.s)
232-7691	Spanish Community Center - 301 S. 13th Street
255-2474	Harrisburg School District - 6th Street

CLASSES IN ENGLISH AS A SECOND LANGUAGE (ESL)

232-0568	Our Lady of the Blessed Sacrament Church - 3rd & Woodbine St. Patrick Cathedral - 212 State Street First Church of the Brethren - 219 Hummel Street
232-7691	Spanish Community Center - 301 S. 13th Street
236-1523	Indo-Chinese Service Center - Market Square Presbyterian Church 21 S. River Street
780-2482	Harrisburg Area Community College - Cameron Street Road
238-7318	Opportunities Industrialization Center - 1839 Green Street

ONE TO ONE TUTORING IN BASIC READING OR ESL

238-2567	Central Pennsylvania Literacy Council
232-0568	Literacy Volunteers of Catholic Social Services

Volunteer Against Illiteracy

The Only Degree You Need is a Degree of Caring

E. Developing Letterhead and a Logo for the Coalition

The Coalition Advisory Council felt that announcements and correspondence coming from the Coalition itself should be done on letterhead specific to the Coalition and not on a particular member's letterhead. Therefore, some sample letterheads and logos were designed by a volunteer under the supervision and guidance of the Coalition Chairperson. The Advisory Council approved the letterhead and logo that is now in use. A sample of this letterhead is found on page 33 . Envelopes to match the letterhead were also printed. The funds for the printing of the letterhead and envelopes came from the Pennsylvania Department of Education grant.

Literacy Coalition of Harrisburg
101 Walnut Street, Harrisburg, PA 17101
(717) 234-4976

LETTERHEAD SAMPLE

Volunteer Against Illiteracy

The Only Degree You Need is a Degree of Caring

F. Getting the Word Out to the Social Service Community

As the Literacy Coalition was getting organized, it seemed appropriate to alert the greater Harrisburg area of its existence and purpose. To do this, the Literacy Coalition sent out a letter of introduction to 478 local agencies and groups. These agencies and groups were selected from a local mailing list of community-based and social service organizations. A copy of the letter of introduction can be found on page 35 .

In order to get feedback from the above-mentioned community organizations, the Literacy Coalition enclosed a self-addressed "reply card" with each letter of introduction. The "reply card" included questions concerning whether the respondent was currently involved in literacy activity, if the respondent could assist the Coalition and if the respondent would like to be informed of the ongoing activities of the Coalition. A copy of the reply card is found on page 36.

Thirty-nine (39) reply cards were completed and returned to the Coalition. In general, the assistance that was offered by the responding organizations was "referral of students". Many other organizations contacted the Coalition by telephone or by personal letter rather than the reply card. A listing of the organizations who responded via the reply cards is included in Appendix A.

Some organizations made requests for information or services from the Coalition on the reply cards. The responsibility of answering these requests fell on the Chairperson of the Coalition.

Literacy Coalition of Harrisburg

Dear Sir/Madam:

The Migration and Refugee Services of Catholic Social Services in Harrisburg is proud to announce the formation of the Literacy Coalition of Harrisburg.

Funded by the Department of Education, this newly formed coalition will strive to meet the academic needs of the approximately 10,000 functionally illiterate adults living in the Greater Harrisburg area.

The specific purposes of the coalition are

1.) to conduct a public awareness campaign to alert potential students and service providers of the coalition

2.) to make better use of the available resources in this area through networking, systems of referrals and sharing of staff and resources

3.) to recruit new funding and volunteers for literacy programs

4.) to increase the enrollment of each coalition member's literacy program

5.) to solicit community support for the coalition and to bring in new member organizations.

Current members of the Literacy Coalition of Harrisburg are the Central Pennsylvania Literacy Council, the Literacy Volunteers of Central Pennsylvania, the Spanish Community Center, the Dauphin County Library System, Tri-County Opportunities Industrialization Center, the Harrisburg School District, and La Casa de Amistad.

The Literacy Coalition of Harrisburg is currently headquartered at 1500 Herr Street, Harrisburg, Pennsylvania 17103. The telephone number is 232-0568.

We welcome input from agencies and organizations to let us know how we can better serve the functionally illiterate in the Greater Harrisburg area.

Sincerely,

Linda Carl

Linda Carl, Chairperson
Literacy Coalition of Harrisburg

SAMPLE OF THE REPLY CARDS SENT

Return address of:

Migration and Refugee Services
1500 Herr Street
Harrisburg, PA 17103

Name of Organization _____

Is your organization currently invqlved in any activities dealing with literacy Yes_____ No _____
If "yes" explain_____

_____

How could your organization assist this community effort_____

Contact person interested in being kept informed re: The Literacy Coalition of Harrisburg.

Name_____

Address_____

Phone_____

Your reply will enable us to complete a listing of all available resources in our greater Harrisburg area.

G. Who Does What Within the Coalition?

Soon after the letter of introduction was sent out to community organizations, there was an influx of calls from both potential students and volunteers requesting services and literacy training. Although this was the purpose of the letter of introduction, the response was greater than expected. With the influx of new students and volunteers came the need for more workshops to train volunteer tutors. In addition, there was an increased demand for speakers from the Literacy Coalition at various community functions. Also, letters to the Coalition had to be answered and telephone calls from agencies had to be returned. On top of this, the Coalition still needed to identify sources to fund the public awareness campaign on literacy.

Perhaps predictably, the vast majority of this work fell on the Coalition Chairperson. This created a problem since it necessitated that the Chairperson spend most of her time working on the Coalition. However, according to the grant proposal and the funds budgeted for the Chairperson's salary, the Chairperson was supposed to spend only 20% of her time on the Literacy Coalition.

In an effort to delegate some of the responsibilities, the Chairperson proposed that each of the Advisory Council members become the chairperson of a committee that has certain responsibilities within the Coalition (see pages 40-44 for details on each of the recommended committees). The Advisory Council members were not expected to necessarily do the work described in each committee; rather they were asked to recruit volunteers from the community to carry out the responsibilities under their guidance.

Unfortunately, the suggestion of such responsibilities was not well received by the Advisory Council members. Most of the Advisory Council members were already innundated with their own work responsibilities that were

not related to the Coalition. Indeed, it was difficult for many of the Advisory Council members to even attend monthly Coalition meetings. One Advisory Council member, who felt that chairing such a committee was simply too much to do, submitted a letter of resignation to the Coalition.

Other agencies or groups who are interested in forming such a coalition should be on the alert for this problem. Most of the Advisory Council members were directors/administrators of the agency or group they represented. Each had multiple responsibilities and their work with the Literacy Coalition was often an extra job that they did voluntarily; that is, it was not a part of their job description. We have made suggestions for how to avoid such problems beginning on page of this report.

When it became clear that the Advisory Council members would be unable to take on major responsibilities in the Coalition, the Chairperson expressed to the Advisory Council a need to re-identify the goals and objectives of the Coalition and to determine who is accountable for what responsibilities. To this query, the Advisory Council identified two main goals which they hoped to achieve before the end of the fiscal year (June 30, 1985). These goals are:

1. Development of an information packet, in brochure size, which would give facts on the problems of illiteracy, how the Coalition hopes to deal overall with those problems and general information on each of the individual Coalition member agencies/groups.
2. Raise public awareness of needs and resources in the community concerning literacy.

The task of completing goal # 1 fell to the Literacy Coalition Chairperson with the assistance of the Advisory Council members. The responsibility of implementing goal # 2, whose objectives were to be established by the Advisory Council, went to a community volunteer who had expressed an interest in doing so. This volunteer became known as the Public Awareness Campaign

Manager and was also named as an Advisory Council member. Much of the groundwork for the public awareness campaign had already been done by the Literacy Coalition Chairperson; the Chairperson turned the information and responsibility over to the Public Awareness Campaign Manager.

ANSWERING/REFERRAL COMMITTEE

Chair:

Responsibilities:

- Recruit 4 - 6 members of the community to serve on this committee.
- Hold one committee meeting per month until goals and objectives are met.
- Submit a written report to Advisory Board at monthly meetings listing accomplishments.
- Clear all activities requiring the use of 310 grant money with Coalition Chair.

Committee: suggest a cross section of community.

- Not only librarians be involved. It is very important to recruit civic, church and corporate representatives.

Responsibilities:

- Installation of a telephone line for the Coalition at one of the branches
- The announcement of our address which should be same location as telephone
- Setting up a correspondence box for Coalition.
- Developing a referral system and intake information forms.
- Developing a training packet or session for those answering the line for the Coalition--technical assistance can be provided by local agencies.
- Researching library funding sources--possibly submitting a proposal under Title I from State Library Services and Construction Act (L.S.C.A.) for funds to continue the answering service and/or funds to set up a special section for low level adult readers.
- Drafting a long-range plan to include goals and objectives for the next 3 years.
- Contacting the National Library Association for further information and possible models from other states that could be used in Harrisburg.

STUDENT RECRUITMENT

Chair:

Responsibilities:

- Recruit 4 - 6 leaders of the greater Harrisburg area community.
- Direct a local campaign to inform students of the availability of the services of the members of the coalition--coordinate this P.R. with the Public Awareness Campaign Manager.
- Hold monthly meetings until goals and objectives are met.
- Submit a written report to Advisory Board of Coalition at monthly meetings.
- Clear all activities which will need to utilize 310 funds with Chair of Coalition.

Committee:

This committee should include community leaders from different geographical locations as well as representatives of different ethnic groups in need of service--ie: Urban League, Welfare Department, local YMCA, or any other potential sources of students.

Responsibilities:

- To work on gaining financial backing or in kind services from local TV and radio stations to get dynamic Public Service Announcements produced before the January influx of volunteers which will be generated by the National Ad Council's media blitz.
- To work with and advise the Public Awareness Campaign Manager on what type of ad will attract students.
- To speak at local missions and other service providers to the financially needy and speak to corporations--RE: the possibility of putting a literacy class in their facilities.
- To develop a three-year plan to include what needs to be done in the future to recruit and retain these students.

COMMUNICATIONS

Chair:

Responsibilities:

- To recruit 4 - 6 committee members from the community.
- To meet monthly with this committee.
- To submit a written report to the Advisory Board of the Coalition at monthly meetings.
- To clear any activities requiring '310'fund money through the Coalition Chair.

Committee:

Members should include a cross section of the geographical area to enable us to have input from downtown, uptown, Colonial Park area and West Shore.

Responsibilities:

- Pick up correspondence and referrals from the Library and mail them to the appropriate place.
- Develop a standard answer letter which can be tailored to fit all requests for information--ie: to student, to volunteer, to organization.
- Develop a packet of information on our coalition--ready to be sent upon request to any individual or organization.
- To read all incoming mail and report relevant news to Advisory Board on the written report.
- Mailings and dissemination of P.R. materials will be done by this committee.
- Locate sources of continued support and provide information on foundation money, grants, community or individual donations to the board.

TRANSLATION SERVICES

Chair:

Responsibilities:

- To generate a list of 8 - 10 bilingual resource people to serve on this committee.
- Hold one meeting to educate these people about the illiteracy problem and our Coalition's goals and objectives.
- Send all P.R. for student recruitment to committee members to be translated.
- Submit a written report to Advisory Council of activities to Advisory Board at monthly meetings.
- Clear all activities which will use '310' fund money through Coalition Chairperso

Committee:

Bilingual volunteers already recruited by Catholic Social Services.

Responsibilities:

- To assist the Public Relations Campaign Manager by providing translations for T.V. PSA's and Radio PSA's.
- Translate fliers of services that are offered by our different agencies and disseminate through appropriate community service providers to reach clients most in need.
- To monitor and advise on the selection of a multilingual section of the library or possibly in our other member organizations by reviewing books, or instructional aides that are written in another language.
- To check for appropriate material, quality of the other language and provide in English if necessary an evaluation or summary of this material.

VOLUNTEER RECRUITMENT

Chair:

Responsibilities:

- recruit (4 - 6 committee members) most likely sources of volunteers into the committee--ie: R.S.V.P., Tri-Vac and local Women's Clubs (Ed. Committee or Community Service) Kiwanis Clubs and the General Federation of Women's Clubs have placed Literacy on their priorities for this year.

- Coordinating P.R. ideas with Public Relations Campaign Manager (billboards, brochures, fliers, announcements, business cards)

- Submit a written report of activities at monthly Advisory Board meetings.

- Clearing any activities involving use of 310 funds with Coalition Chair.

Committee:

Members should include most likely sources of volunteers

Responsibilities:

- Public awareness of need for volunteers to be trained; November workshops of L.L.A. and L.V.A. in Basic Reading.

- Develop a Public Awareness Campaign in the greater Harrisburg area with the Public Awareness Campaign Manager.

- Attending workshops and seminars offered locally on volunteer recruitment.

- Setting up long-range goals and objectives--ie: how many volunteers they would like to recruit.

- Speaking at local community organizations about the problem of illiteracy and the local statistics.

- Tie in with National Ad Campaign by notifying local radio, TV and print media of our program when drive starts December 12 on National TV.

H. Training the Advisory Council to Manage the Coalition and Plan for the Future

It was felt that the Advisory Council may have needed some training(in techniques)to help them manage the Coalition and plan for its future. Therefore, at the request of the Literacy Coalition Chairperson, a technical assistance workshop was held on November 29, 1984 for the Coalition members and other interested persons. The workshop was conducted by a literacy expert from Literacy Volunteers of America, Inc. (based in Syracuse, New York). An agenda of this workshop, including its content, can be found on page 46. We encourage other groups interested in forming such a coalition to acquire such training. Preferably, this training should take place earlier in the establishment of the coalition.

Another purpose of this workshop was to give the Coalition members information on the 1985 National Ad Campaign on Literacy. With this information, the Coalition could plan their own public awareness campaign to complement the National Ad Campaign.

Literacy Volunteers of America, Inc.
Technical Assistance Workshop
LVA Central Pennsylvania

November 29,1984

Trainer: Anne DuPrey
24 Patten Ave.
Rockville Centre, N.Y. 11572
(O) (516) 486-2789
(H) (516) 536-3312

Schedule

Introductions
Overview of the Basic Reading Workshop
Role of the Workshop Leader: Building a Team
The Workshop - Some Things To Be Aware of
ESL vs. Basic Reading: The Nature of the Student
After Training: Retention = Matching, Supporting, Recognition

Lunch

National Ad Council Campaign (video)
Public Relations
Planning and Coordination
Linkages: In General
Library
Community Agencies/ Other Literacy Programs
Business and Industry
Evaluation and Wrap up

IV. PUBLIC AWARENESS CAMPAIGN

The "Public Awareness Campaign" was actually done in small steps and included many different facets of the "general public". In order to explain the work done by the Coalition most effectively, we have described the various public relations activities separately and in detail on the following pages.

A. Mass Mailing to Social Service Groups

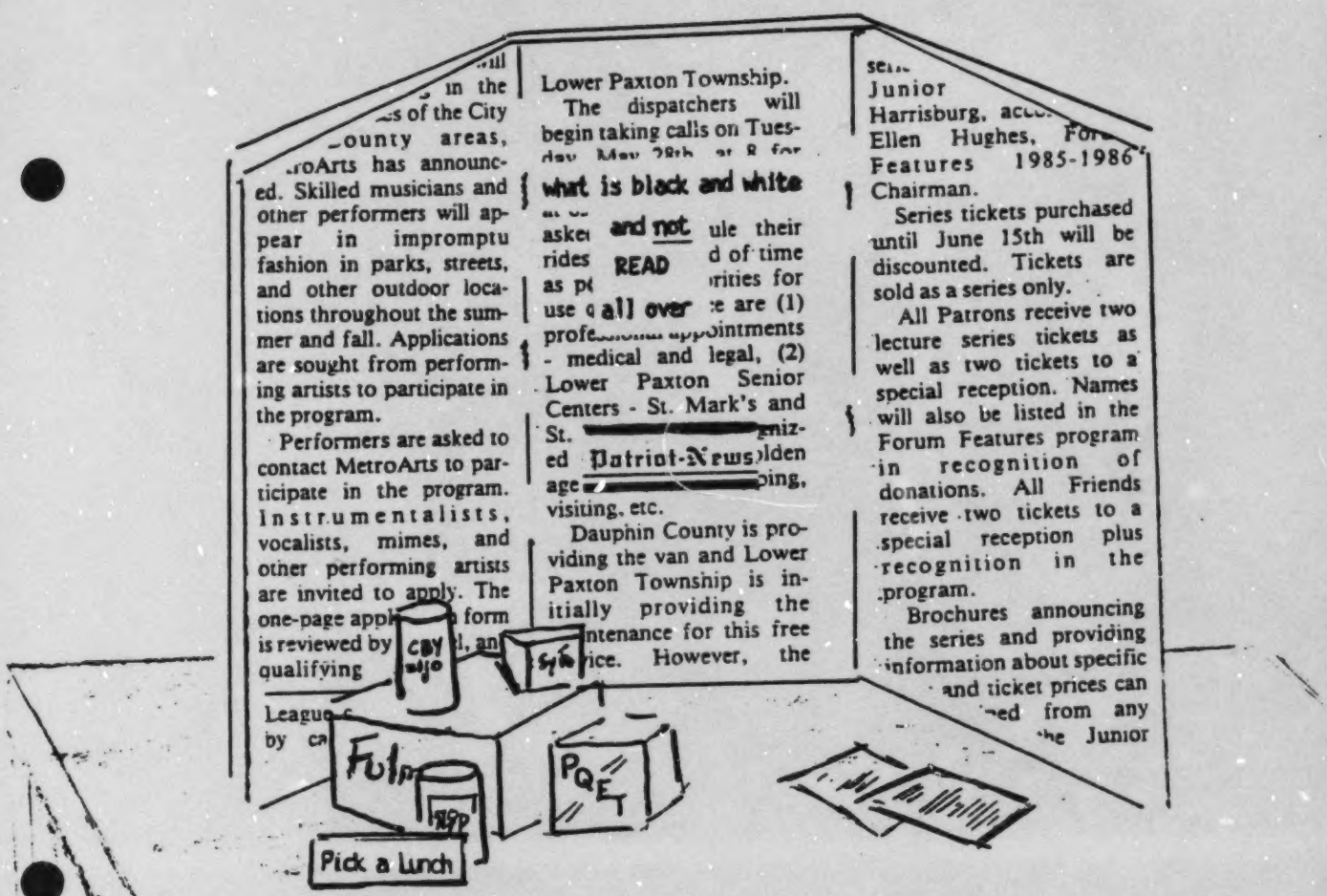
Certainly the first step of the Public Awareness Campaign was the mass mailing of introduction letters sent to local social service agencies and groups as described on page 34 . This mailing made the local social service community aware of the purpose and plans of the Literacy Coalition of Harrisburg. In addition, this mailing, via the reply cards, helped the Coalition to determine the best groups or agencies to approach for the recruitment of students and the recruitment of volunteers. Such agencies and groups were contacted by the Coalition Chairperson for ideas on how to recruit students and/or volunteers most effectively. These ideas became actual objectives of the Coalition.

B. Speaking Engagements and Displays

As a result of the mailing to the social service groups, the Coalition had several requests for speakers on literacy at local organizations and institutions. Various members of the Advisory Council were selected by the Coalition Chairperson to speak on these occasions. For the most part, the speeches were designed to recruit volunteers and financial support for literacy programs.

The Coalition Chairperson also "advertised" the Literacy Coalition of Harrisburg at several community functions by way of a display board and accompanying literature about the Coalition. This display board was designed and developed by the Coalition Chairperson. It consisted of a three way folding board, covered with newsprint as well as grocery store items with nonsense words on the labels (see page 50 for a diagram of the display). A sign in front of the grocery items challenged the reader to 'pick a lunch'. The purpose of the display board, of course, was to give the reader an idea of the frustrations experienced by those who cannot read. Naturally, the display board was mainly designed to recruit volunteers and, in general, raise the public's awareness of illiteracy problems. We feel that our display board was very effective and it is easily and cheaply duplicated.

DISPLAY BOARD


in the
s of the City
ounty areas,
roArts has announced. Skilled musicians and other performers will appear in impromptu fashion in parks, streets, and other outdoor locations throughout the summer and fall. Applications are sought from performing artists to participate in the program.
Performers are asked to contact MetroArts to participate in the program. Instrumentalists, vocalists, mimes, and other performing artists are invited to apply. The one-page appl form is reviewed by d, an qualifying
League
by ca
Lower Paxton Township.
The dispatchers will begin taking calls on Tues-
day, May 28th at 8 for
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e are (1)
appointments
- medical and legal, (2)
Lower Paxton Senior
Centers - St. Mark's and
St.
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visiting, etc.
Dauphin County is providing the van and Lower Paxton Township is initially providing the
ntenance for this free
rice. However, the
ser
Junior
Harrisburg, acc
Ellen Hughes, For
Features 1985-1986
Chairman.
Series tickets purchased until June 15th will be discounted. Tickets are sold as a series only.
All Patrons receive two lecture series tickets as well as two tickets to a special reception. Names will also be listed in the Forum Features program in recognition of donations. All Friends receive two tickets to a special reception plus recognition in the program.
Brochures announcing the series and providing information about specific
and ticket prices can
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he Junior
CBY
Sy
Fulp
PQET
Pick a lunch

THE LITERACY COALITION OF HARRISBURG

C. Brochure on the Literacy Coalition of Harrisburg

A brochure which explained the Coalition was to be developed early in the year. There was some disagreement, however, as to what information should be included in the brochure. In addition, it was unclear who would organize the information and develop the brochure. As of the end of this project, the brochure has yet to be developed and printed. There has been a consensus among the Advisory Council members that a brochure is important to avertise the Coalition. In addition, the Advisory Council members have decided that such a brochure should also advertise each of the individual member agencies and groups as well as their literacy class schedules and locations.

The Coalition Chairperson met with a professional public relations consultant (there was no charge for this consultation) to discuss the most effective styles of brochures. The consultant recommended that the Coalition print a brochure with 'pockets' for inserting information that is subject to frequent change. That is, the main part of the brochure can be printed with information that will remain consistent such as the members of the Coalition philosophy or mission of each member agency, the Coalition address, telephone number and a brief overview of the problems caused by illiteracy. The 'pockets' in the brochure can contain class schedules and locations, updated literacy statistics , etc. This latter information can be changed as needed.

It is our hope that the Coalition will continue to function and that the brochure will indeed be printed in the near future. A questionnaire was sent to each Coalition member requesting a description of their agency or group as they wished to have it depicted in the brochure. These questionnaires have all been completed and compiled and the information is ready to be incorporated in the brochure. See page 53 for a copy of the questionnaire sent to the Coalition members.

The information on each member group which the Advisory Council has approved for a Coalition brochure can be found on pages 18 through 26.

Questionnaire for Advisory Council Members (SAMPLE)

Please complete the following form so that the Public Awareness Campaign Manager will be able to write a sketch of your organization to be included in a packet of information on the Coalition.

After the sketches are written Marty Esworthy and myself will schedule an appointment with the Coalition's Advisory Council representative in order for you to read it before it goes to print and to get your signature on the bottom.

Please limit the entire profile of your organization to 150 words.

Name of Organization _____

Address _____

Phone _____ Days/Hours _____

Brief background, philosophy, mission of your organization.

_____

_____

_____

_____

_____

_____

_____

_____

Programs, Courses, Classes, Services Currently Offered (Please list)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Other Information that you would like included on the information packet card, Please write on the reverse side of this form.

D. Getting the Business Community Involved

The Coalition Chairperson contacted the Business Council for Effective Literacy (BCEL), Inc. located at 1221 Avenue of the Americas, New York, New York, 10020 (telephone: 212-512-2415). The BCEL was able to supply the Coalition with a listing of Pennsylvania-based corporations, corporate foundations, and other business organizations which might be approached for assistance. Correspondence from BCEL as well as their newsletter and brochure can be found in Appendix B.

In addition, the Mayor of Harrisburg, at the request of the Coalition, wrote a letter to 355 businesses and agencies in the greater Harrisburg area encouraging them to contact the Coalition and set up literacy programs for their employees. A copy of the letter from the Mayor is on pages 56 & 57.

To date, the Coalition has received several calls or inquiries from the business community as a result of the Mayor's letter.

One of the things that the Coalition hoped would develop from the business community contacts was funding and expertise to carry out the public awareness campaign. Several businesses were approached for such help and, although no funds have come forth yet, the future looks promising. Indeed, one of the local city government offices, the Department of Minority Enterprises, contacted the Coalition as a result of the Mayor's letter. The Department of Minority Enterprises would like to set up a meeting between a minority owned production company and some minority owned corporations that could afford to underwrite the cost of a television ad to encourage illiterate adults to seek literacy training. One of the Advisory Council members is currently following up this proposal.

One thing that we learned was that businesses frequently do support community activities and are very keen on sponsoring literacy programs since literate employees are more versatile, productive and cost-effective than illiterate employees. However, businesses pledge financial support to various causes several years in advance. Many businesses have a waiting list of groups and organizations that have requested funding. Therefore, no matter how interested a company may be in providing financial support to a literacy program, immediate funding should not be expected.

Office of The Mayor
The City of Harrisburg

Stephen R. Reed
Mayor

May 2, 1985

¥Name¥

Dear ¥Salutation¥:

I write concerning the national and area problem of literacy.

The Business Council for Effective Literacy estimates that 27 million people over the age of seventeen in the United States are functionally illiterate, meaning they cannot perform even basic requirements of everyday living and work, such as reading a medicine label, a simple instruction sheet or job application. Another 45 million people are believed to be only marginally competent in this basic skill of reading. That computes to nearly one out of every three adults in the United States.

This is a national tragedy and an enormous loss of human potential.

The facts are also clear that the problem of illiteracy is costing businesses in the United States billions of dollars per year in low productivity, workplace accidents, absenteeism, poor quality product or service and lost management and supervisory time.

Illiteracy, though, is a curable ill and major companies, foundations and organizations have established projects to deal with illiteracy amongst their employees and area residents.

Locally, the several agencies and groups which provide services to combat illiteracy have formed the Literacy Coalition of Harrisburg, headquartered at 101 Walnut Street, Harrisburg, PA 17101. I have agreed to serve as Honorary Chair of their efforts.

The climate is right for a major attack on illiteracy and for the business community, which has a critical stake in overcoming illiteracy, to take an active role locally in combatting it.

The Literacy Coalition can provide you the following assistance:

- provide tutors to individuals in need of remedial help
- train volunteers to be tutors to provide such services
- show a business or organization how to establish an in-house program to improve literacy skills of employees or members

There are few businesses, small and large, uneffected by illiteracy. It makes good business and civic sense to consider an effort within your organization to deal with it. This can take many forms, such as a special session for employees to attend with an incentive, or allowing work release time to attend instruction.

The Literacy Coalition is prepared to assist you and I encourage your participation — as well as your support of the overall effort to deal with illiteracy.

A successful effort in our area to deal with illiteracy certainly improves our local economy as well as makes our area even more attractive for additional development, investment and growth.

The Literacy Coalition can be contacted directly at 234-4976 or you can feel free to contact me in writing to make suggestions or request additional information.

Many thanks for your consideration!

Yours sincerely,

Mayor Stephen R. Reed
Honorary Chair
Literacy Coalition of Harrisburg

E. Newsletter of the Literacy Coalition of Harrisburg

Some members of the Advisory Council felt that a newsletter would be helpful to explain new and ongoing activities of each of the member agencies. The newsletter was to be circulated among Advisory Council members and literacy-related groups for informational purposes. Such a newsletter would eliminate extensive oral reports of new programs during Advisory Council meetings. To date, only one newsletter issue has been developed and circulated. A copy of this newsletter can be found on pages 59 - 62.

It was the feeling of the Coalition Chairperson and several other Advisory Council members that a newsletter of this caliber was perhaps too time-consuming to develop and too costly to print. A periodic written and informal "update" on new developments in the literacy community which would be sent to Advisory Council members prior to meetings was suggested in lieu of the newsletter. The brochure as described on pages 51-53 was considered to be top priority. Therefore, in the interest of saving time and money, the newsletter will probably be discontinued.

NEWSLETTER OF THE LITERACY COALITION OF HARRISBURG MARCH/APRIL

ADS SPELL OUT ILLITERACY PROBLEM

A new public service campaign seeks volunteers to help combat the multi-billion-dollar problem of illiteracy in the U.S.

Our local literacy coalitions and councils are expecting to receive many calls from illiterate adults and volunteers as a result of this ad campaign.

We will need assistance

- to take incoming calls
- to train new volunteers
- to publicize training workshops
- to match students with volunteers
- to make follow-up calls and maintain records of students' progress

The Volunteer Against Illiteracy campaign is sponsored by the Coalition for Literacy, a group that includes community organizations formed to fight the illiteracy problem.

The Advertising Council also is sponsoring and paying expenses for the three-to-five-year multi-media campaign. Organizers are hoping that broadcast and print media will donate $25 million worth of space and airtime to carry the advertising.

PRESS CONFERENCE HELD MARCH 12'85

Mayor Steven Reed held a press conference in his chambers on the second Tuesday in March. He described illiteracy as "crippling as any physical disease."

The event was aired on Channels 8 and 27 that evening. The phone number at the Library was given.

We have received many referrals as a result of this coverage. If any of the Coalition members are planning to hold other special events, please contact the media and include it as part of our public awareness campaign.

Copies of the proclamation stating that 1985 is dedicated to The LITERACY COALITION OF HARRISBURG will be given to each of the members at the next meeting.

TUTORS READY

Both the Literacy Council and Literacy Volunteers of CSS held basic reading workshops in March. There should be tutors trained and ready to teach. Call either of these literacy groups with the names of students that would like to learn to read.

****

NEXT MEETING OF THE
LITERACY COALITION WILL BE
April 26, 1985
at
Migration and Refugee Services
(call if you can't attend)

****

WHAT IS THE SPANISH COMMUNITY CENTER?

Social Services programs are funded in part by the Tri-County Commissioners (Title XX), Department of Community Affairs, and Tri-County United Way. Training and Education programs are funded through the Susquehanna Employment Training Corporation (SETCO).

History

- 1973--Puerto Rican Organizing Committee (PROC) formed

  Spanish Speaking Center opened on Derry Street by PROC with funds from the Department of Community Affairs

- 1974--Spanish Speaking Center moved to 301 South 13th Street (former Webster School Building) and services expanded

  First contract signed with the Department of Public Welfare (Title XX)

  Spanish Speaking Center became a member of Tri-County United Way

- 1977--English as a Second Language program begun with funds from Susquehanna Employment Training Corporation (SETCO)

- 1980--Center name changed to Spanish Community Center

General Goals

- To promote the personal and collective development of people of Hispanic heritage in the Harrisburg community.
- To establish and administer programs and projects that will generate participation by members of the Hispanic community and will serve to enhance Hispanic culture and values.
- To improve housing, education, employment opportunities, ecomonic security, good health, and the general well being of members of the Hispanic community.
- To encourage and facilitate assistance from public and private agencies in striving to reach the goals of the Center.
- To solicit input from all members of the Hispanic community in the areas of Center policy informulation and decision making.

COMPUTERS FOR LITERACY

Volunteers of America is implementing a computerized literacy program for the coalition which will see the placement of three Apple II computers for teaching of literacy in various locations throughout the city. Depending on the availability and pricing of software, in teaching literacy the computers may also be used as an outreach tool for local churches, and for the teaching of English as a second language.

The computer approach is part of a pilot project initiated by the Volunteers of America National Headquarters, and currently being tested in Harrisburg and four other U.S. cities.

Volunteers of America Week will be celebrated nationally, statwide and locally the week of March 3-10, commemorating the founding of the Christian and social service organization on March 8, 1896 in New York City by Maud and Ballington Booth.

President Reagan, Governor Thornburg and Mayor Reed are expected to sign proclamations attesting to the historical importance of the event.

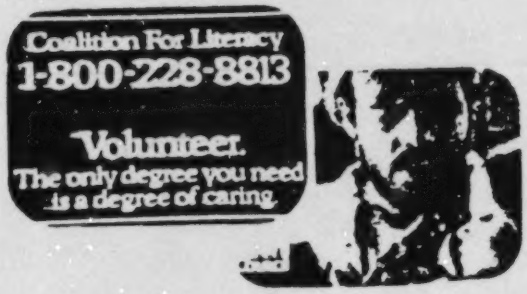
THE CENTRAL PENNSYLVANIA LITERACY COUNCIL SPEAKERS BUREAU

Beginnning March 1, 1985, the Central Pennsylvania Literacy Council will have available a number of speakers prepared to talk to any size group about the Council's adult literacy efforts in south-central Pennsylvania. The presentation can be tailored to your group's special interests, such as religion, volunteerism, public service or education. Speakers are available at no charge.

The Central Pennsylvania Literacy Council is a non-profit volunteer organization dedicated to teaching illiterate adults and speakers of other languages how to read, write and speak English. It also trains tutors.

If you're in need of a speaker to round out this year's meeting schedule or if you want to get a head start on next year, call Leann Miller at 652-1281 after 5:00 p.m. to discuss the details.

The campaign, themed "The only degree you need is a degree of caring," was created by volunteer agency Benton & Bowles.



TV commercials, in 60, 30 and 10-second spots, show an adult man in his 30s trying to read the story of "The Little Engine That Could" to his young daughter, slowly and painfully sounding out each syllable until he recognizes the word.

Two of the print ads feature fathers reading the story to their daughters with the headline, "To 27 million Americans, this scene is a fairy tale." Another shows a typical crowd of people moving along an urban sidewalk and is headlined "There's an epidemic with 27 million victims. No visible symptoms."

The Literacy Coalition is committed to fighting this epidemic problem. This is an exciting opportunity to become involved in planning how your community will meet this challenge.

We need knowledgeable, well trained, dedicated people. Call the Harrisburg Literacy Coalition at 234-4976.

Literacy Coalition of Harrisburg
101 Walnut Street
Harrisburg, Pa. 17101

F. Mayor's Press Conference on Literacy and Other Press Coverage

The Advisory Council felt that it was important to keep the Mayor of Harrisburg actively involved in the work of the Coalition. Therefore, the Coalition Chairperson, the Chief of Adult and Continuing Education for the Pennsylvania Department of Education (Dr. John Christopher) and the Director of the Mayor's Commission on Literacy in Philadelphia (Marcene Mattleman) arranged to meet with the Mayor privately. The purpose of the visit was to suggest ways that the city government could be involved in the elimination of illiteracy in Harrisburg. The Mayor had to cancel out at the last minute but he was replaced by one of the Mayor's assistants who later passed the information on to the Mayor.

It was suggested that the Mayor of Harrisburg, Stephen R. Reed, be named "Honorary Chair of the Literacy Coalition of Harrisburg". As hoped, the Mayor called together a press conference to accept the position which in turn drew attention to the problem of illiteracy in the city of Harrisburg and how the Literacy Coalition of Harrisburg planned to help. All local television stations and newspapers were represented at this press conference and the "coverage" was good. An information package on illiteracy was distributed to the press by the Coalition members (see pages 65 -68 for copy).

A copy of the press release which came from the Mayor's office on this occasion is found on pages 69 and 70 . The Mayor's press secretary wrote this release with the help of the Coalition Chairperson. The Mayor also presented Coalition members with a certificate proclaiming 1985 as a year to conquer illiteracy (see pages 71-72 for copy and photograph.).

Perhaps more than any other public relations gimmick that was tried, the Mayor's press conference gave credibility and recognition to the Literacy Coalition of Harrisburg. Prior to this press conference, the Coalition Chairperson

had sent letters to all local television stations urging them to utilize the public service advertisement on illiteracy that had been sent to them from the National Ad Campaign and to call attention to the local problems of illiteracy (see pages 73-74 for a sample letter). No television station had responded before the Mayor's press conference. After the press conference, however, several of the television stations contacted the Coalition for stories. The Coalition now needs to assure that literacy issues continue to be addressed in the local media.

The local television coverage did seem to bring in new students and volunteers, as evidenced by an increase in telephone calls to the Coalition. The Coalition's telephone number had been prominantly displayed on television screens for the Mayor's press conference and subsequent television interviews. In addition, other interested organizations, including local businesses and special-interest groups, contacted the Coalition for further information following the television coverage.

We highly recommend that other groups interested in establishing such a coalition get the city's mayor involved as much as possible. Television and newspaper reporters will generally attend a press conference called by a local official and are much less likely to feature an unknown community group until they are "introduced" by a recognized leader.

VOLUNTEER AGAINST ILLITERACY.

The only degree you need is a degree of caring.

FACTS ON ILLITERACY IN AMERICA

WHAT IS FUNCTIONAL ILLITERACY?

Functional illiteracy relates to the ability of an individual to use reading, writing and computational skills in everyday life situations. For example, a functionally illiterate adult is unable to fill out an application, read a medicine bottle, a newspaper, locate a telephone number in a directory, use a bus schedule or do quality comparison shopping. In short, when confronted with printed materials, such people cannot function effectively.

WHAT IS THE SCOPE OF ILLITERACY IN THIS COUNTRY?

A major study on "Adult Performance Levels" done by the University of Texas in 1975 examined the ability of American adults to perform effectively within today's social and economic environment. Their nationwide survey of adults to determine how many people in the U.S. cannot meet such common requirements as interpreting a bus schedule or completing a job application, found that more than one in five American adults fall short of the basic reading abilities they need to function day to day. The application of these figures to the 1980 Census indicates that 26 million adults fail to function effectively. This is a conservative estimate which does not include those who are marginally competent.

HOW MANY NON-ENGLISH SPEAKING PEOPLE ARE THERE IN AMERICA?

The 1980 Census cites more than 3.6 million adults in the U.S. who speak English poorly or not at all. In addition, 500,000 legal immigrants and refugees enter American communities every year, unable to meet its literacy requirements. Illegal immigrants total another 800,000 annually.

WHAT IS THE PROFILE OF THE TYPICAL ILLITERATE?

The University of Texas APL study found the age, sex and race percentages for illiteracy listed below. The numbers in the right hand column are estimates based on the application of these percentages to the 1980 census figure.

WHAT IS THE ECONOMIC IMPACT OF ILLITERACY IN THIS COUNTRY?

Estimates vary, but one estimate puts the cost of welfare and unemployment compensation due to illiteracy at $6 billion annually (U.S. News & World Report, May 17, 1982). Dr. Robert M. Worthington, Assistant Secretary for Vocational and Adult Education in the Reagan administration, notes that the percentage of people with less than 6 years' education who are on public assistance is twice that of people with 6-8 years' schooling, and is four times that of people with at least some high school. Experts agree, too, that much of the cost of crime to the public (in 1970, $10.4 billion for law enforcement and courts, prison facilities, loss of prisoners' productivity, and welfare payments to prisoners' families) stems from the offenses committed by people incapable of functioning in society because of illiteracy. Aside from the public expense involved in maintaining people who are "casualties" in part because of illiteracy, lack of education is a liability in the workplace. It necessitates costly training programs and often leads to product damage, industrial accidents, recalls and lawsuits. To keep the American economy strong in today's world marketplace through technological leadership, productivity, and product quality, we need a competent versatile work force able to shift basic abilities into new areas in a rapidly changing job market.

WHAT IS BEING DONE ABOUT ILLITERACY?

Public, non-profit and profit making agencies in America recognize the problem and are working towards the solution. The public Adult Basic Education Program (ABE) teaches reading and other survival skills, and provides alternative means for students to finish high school. The program is designed for those individuals who are 16 years of age or over, out of school and without a high school diploma. Teaching is primarily done in classrooms.

The American Library Association works closely with ABE. Many librarians sponsor literacy tutorial programs in their public libraries and/or cooperate with other education agencies to provide the resources needed to improve the basic skills of the undereducated adults in their communities.

The two national volunteer organizations that concentrate primarily on teaching basic reading and English as a second language are Literacy Volunteers of America, Inc. (LVA) and Laubach Literacy Action. Both train volunteers to tutor adults and teens at the very lowest reading skill levels, on an individual basis. The volunteers also serve as primary administrative staff for the organizations.

Private organizations support the fight against illiteracy in America with financial contributions, in-kind services and corporate literacy programs. They also help by using their influence to increase public awareness of the problem.

While the percentages of blacks and Hispanics who are illiterate is much higher than the percentage of whites who are illiterate, the actual number is half that of the white illiterate population.

16%	18-19 years old	7,887,200
11%	30-39 years old	3,467,310
19%	40-49 years old	4,323,640
28%	50-59 years old	6,530,440
35%	60 and older	12,470,850

Sex

17% Males Over 18	13,454,820
23% Females Over 18	20,056,000

Race

16% White Over 18	23,154,880
44% Black Over 18	7,793,280
56% Hispanic Over 18	5,057,024

WHAT IS THE EXTENT OF THE ILLITERACY PROBLEM IN PRISONS?

About 75% of persons who have been imprisoned have not completed high school. Thirty-five to 42% have an eighth grade education or less. Carmen St. John Hunter and David Harman in their book, Adult Illiteracy in the United States, cite these figures based on information from the 1970 Census on educational levels for prisoners over 25.

WHAT IS THE EXTENT OF THE ILLITERACY PROBLEM IN THE SCHOOLS?

The National Commission on Excellence in Education reports that 13% of all 17 year olds in the United States are functionally illiterate. Among minority youth, functional illiteracy now approaches 40%. A summary and the complete report may be obtained by writing to: "A Nation at Risk"; Dr. Terrell E. Bell, Secretary; United States Department of Education; Washington, DC, 20202.

WHY ARE THESE PEOPLE ILLITERATE?

The answer is as varied as the number of potential students. The adult illiterate may have quit school, have a learning disability, need glasses or a hearing aid. He/she may have had a physical or emotional disability or been uninterested in learning at an earlier age, experienced a traumatic period, had an ineffective teacher or simply been unready to learn to read at the time reading instruction began. Parents who can't read often have children with the same problem. Television has also had a tremendous effect on reading habits. There is no one reason.

City Government Center
Harrisburg, PA 17101
Phone 255-3040

3/12/85
Contact: Julia Marshall
255-3116

MAYOR ACCEPTS HONORARY CHAIRMANSHIP OF

LITERACY COALITION OF HARRISBURG

Mayor Stephen R. Reed, in accepting the position of Honorary Chair of the Literacy Coalition of Harrisburg, today labeled illiteracy "a silent, serious epidemic that is sweeping the Nation and robbing an estimated 27 million adult Americans---2 of every 5---of the means not only to lead a normal, productive life, but also to perform basic survival functions, such as completing job applications or reading the instructions on medicine labels."

Reed said approximately 10,000 residents of the Harrisburg area are estimated to be functionally illiterate by the Coalition, a newly-formed group consisting of the Central PA Literacy Council, the Literacy Volunteers of Central PA, the Spanish Community Center, the Dauphin County Library Sytem, Tri-County Opportunities Industrialization Center Harrisburg School District, and La Casa de Amistad.

Reed, who Coalition leader Linda Carl said was named as Honorary Chair because of his reputation as "an articulate advocate of education," said the Coalition was formed to meet the needs of Harrisburg residents who wish to learn to read and that one of its primary services is arranging private, free tutors who teach students to read by drawing on their life experiences.

Individuals who wish to arrange for a tutor can call 234-4976, a line which opens today and which places students in contact with a Coalition agency providing tutors.

"One of the points that should be stressed here is that the tutoring process is not like going back to school," Reed explained. "Rather, the student's adult life experiences are used in learning to read. Also, because the adult has a much broader

vocabulary than a child just entering school, we have much more to work with. And we start with things that are needed immediately, such as filling out job applications and applying for drivers licenses."

Reed also noted the Coalition's need for volunteers to serve as tutors. Tutors complete 15-18 hours of training and are asked to commit six months to a student.

The mayor's acceptance as the Coalition's Honorary Chair comes at the same time as an intensive national public awareness campaign that will make use of both electronic and print mediums to urge those who need tutoring to contact their local agency and encourage volunteers to teach persons to read.

Joining the mayor at his acceptance today were Linda Carl, Coalition Chair; Audrey Ransom of the Central PA Literacy Council; Julio DioDonet, Executive Director of the Spanish Community Center; Jeff Woodyard, Tri-County Opportunities Industrialization Center; George Mitchell, Harrisburg School District; Steve Jones, Volunteers of America; Marty Esworthy, Literacy Coalition of Harrisburg; and Beverly Smith, Director of Migration and Refugee Services of Catholic Social Services.

Office of The Mayor

Harrisburg, Pennsylvania

Proclamation

WHEREAS,

THE COALITION FOR LITERACY ESTIMATES THAT OVER 27 MILLION AMERICANS ARE ROBBING THEMSELVES OF A FUTURE BY THEIR INABILITY TO READ AND WRITE WHILE ANOTHER 47 MILLION ARE LITERATE ONLY ON THE MOST MINIMAL LEVEL, AND

WHEREAS,

THE COST OF ILLITERACY IS A STAGGERING $237 BILLION IN LOST EARNINGS, SWELLS WELFARE COSTS BY $6 BILLION ANNUALLY AND DIMINISHES OUR TAX REVENUES BY $8 BILLION EACH YEAR, AND

WHEREAS,

ILLITERACY IS AS CRIPPLING AS ANY PHYSICAL DISEASE WITH INCALCULABLE SOCIAL, PSYCHOLOGICAL AND ECONOMIC DAMAGE INFLICTED ON ITS VICTIMS, AND

WHEREAS,

THE LITERACY COALITION OF HARRISBURG IN CONJUNCTION WITH THE NATIONAL COALITION FOR LITERACY AND THE AD COUNCIL ARE WORKING COOPERATIVELY TO ADDRESS THIS WIDESPREAD AMERICAN EPIDEMIC THROUGH A PUBLIC EDUCATION CAMPAIGN WHICH IN HARRISBURG WILL FOCUS ITS ATTENTION ON THE MANY RESOURCES AVAILABLE TO THOSE WISHING TO ADDRESS THIS FAR REACHING BUT SOLVABLE PROBLEM, AND

WHEREAS,

A LITERATE AMERICA IS A GOOD INVESTMENT AND THE LOCAL EFFORTS OF THE LITERACY COALITION OF HARRISBURG WILL GREATLY IMPROVE OUR SOCIETY'S CHANCES FOR REMOVING AND REDUCING THE STIGMAS ATTACHED TO ILLITERACY, AND THESE EFFORTS ARE RECOGNIZED, SUPPORTED AND FULLY ENCOURAGED BY THE CITY OF HARRISBURG, ITS CITIZENS AND OFFICIALS, NOW THEREFORE BE IT HEREBY DESIGNATED AND

PROCLAIMED,

THAT 1985 IN HARRISBURG IS DEDICATED TO

"THE LITERACY COALITION OF HARRISBURG"

IN AND FOR THE CITY OF HARRISBURG, CAPITAL OF THE COMMONWEALTH OF PENNSYLVANIA, AND ALL CITIZENS ARE URGED TO PARTICIPATE IN THIS PROGRAM TO FURTHER IMPROVE AND PROMOTE A FUNDAMENTAL PRINCIPLE FOR ALL AMERICANS, THE ABILITY TO READ AND WRITE.

SET UNDER MY HAND AND SEAL THIS
TENTH DAY OF MARCH, NINETEEN HUNDRED
AND EIGHTY-FIVE.

Stephen R Reed

MAYOR STEVEN R. REED

Press Conference at Mayor Stephen R. Reed's Office

March 10, 1985

honoring the LITERACY COALITION OF HARRISBURG

Literacy Coalition of Harrisburg
101 Walnut Street, Harrisburg, PA 17101
(717) 234-4976

May 3, 1985

Mr. Jack Neyhard
3235 Hoffman Street
Harrisburg, PA 17110

Dear Mr. Neyhard,

I am writing concerning the national and area problem of illiteracy. There are an estimated 27 million adults in the U.S. who cannot read well enough to function in everyday life. They are called "functional illiterates". Locally, there are over 10,000 adults in the city of Harrisburg who cannot read.

The Dauphin County libraries, the Spanish Community Centers, the Opportunities Industrialization Center, the Harrisburg School District, the Central Pennsylvania Literacy Council, Volunteers of America and the Literacy Volunteers of Catholic Social Services have formed a coalition in order to help the general community fight illiteracy. These organizations have pooled their resources in order to conduct a public awareness campaign to encourage illiterate adults to contact a reading program.

Would it be possible to have a special, week long, series of mini-segments at the end of the evening new devoted to this problem and the solutions? The following outline are 2-3 minute suggestions:

Segment 1) The National Problem: "There's an epidemic with 27 million victims and and no visible symptons.

contact: Dr. John Christopher, Chief of Adult Education, PA Department of Education, 6th floor. He has served on the National Literacy Committee representing the State Directors of Education. Ph: 787-5532.

Segment 2) Literacy Councils: "Volunteer Against Illiteracy: The Only Degree You Need Is A Degree Of Caring"

a. one to one tutoring in the home - two methods of teaching
Laubach (Central PA Literacy Council)
Literacy Volunteers of America (L.V. of Catholic Social Services)

b. Prison --- Camp Hill - 80% of inmates are illiterate - crime rate rises in direct proportion to the percentage of illiterates.

Volunteer Against Illiteracy

The Only Degree You Need is a Degree of Caring

Literacy Coalition of Harrisburg
101 Walnut Street, Harrisburg, PA 17101
(717) 234-4976

Segment 3) Adult Education Classes - all over Harrisburg:

Opportunities Industrialization Center
graduation ceremony is very inspiring
run classes in industries

Spanish Centers - sensitive to the cultural background of Hispanics but dedicated to breaking the non-English speaking,welfare dependant cycle.

Segment 4) Community Involvement - "The Solution To This Problem Is You"

Shared Ministry (Allison Hill)

Volunteers of America - new computer literacy program

Womens Clubs

The Library System

Honorary Chairman.....Mayor Stephen Reed - getting businesses involved through the Chamber of Commerce

Segment 5) The Coalition would appreciate the opportunity to speak to the adults that cannot read. Radio and television are the only way we can reach these people because they cannot read posters, billboards or brochures. They do not need to be reminded of the embarrassment, the dangers or the fear associated with being unable to read. We would rather spend the air time removing the stigma that surrounds illiteracy and encourage people to call the Coalition for help.

We would appreciate your consideration of any or all of the topics above. If I can be of any assistance, please call me at 232-0568.

Sincerely,

Linda Carl

Linda Carl

V. EVALUATIONS AND RECOMMENDATIONS FOR THE FUTURE

The Literacy Coalition of Harrisburg has come a long way in only one year's time. However, we made some mistakes along the way, as mentioned throughout the text of this report. Sometimes the mistakes were based on lack of information or adequate planning. Several disagreements among Coalition members developed as a result of lack of communication or a misunderstanding of communications. We have learned many things about human and group dynamics during the formation of the Coalition and we feel that this information should be included in this report. Therefore, we have included evaluations written by each Coalition member in their original form on pages 79-89. These are subjective evaluations; there was no format given for writing the evaluations. Statistics on the number of students and volunteers recruited by the Coalition (approximately 65 people, equally divided between students and volunteers in the past two months) is not the end product with which this report will deal. Rather, we hope that this report will help other groups move more quickly and avoid the mistakes we made in forming such a Coalition.

For the sake of clarity and perspective, we have summarized the comments and recommendations of the Coalition members on the following pages:

A. Perceived Accomplishments of the Coalition

- The Coalition has brought together most of literacy-related groups in the greater Harrisburg area so that they learned about each other and how they could inter-relate. Everyone agreed that the sharing of information and resources has been positive.
- The Coalition has established a central telephone number and address for 'literacy issues' so that community members can get information and referral services quickly and easily.
- The Coalition, although acting as a unit, has allowed the individual members to maintain their autonomy.
- All members plan to continue working together as a Coalition.
- The survey conducted by the Coalition to the social service providers has identified some of the needs and concerns of various community groups as they relate to adult literacy.
- The Mayor's press conference and ongoing involvement have been very helpful and valuable. Many businesses have expressed interest in literacy training for their employees as a result. Also the Mayor's office has helped to recruit volunteers and individual students.
- The television coverage has resulted in referrals of both students and volunteers.
- The Coalition is seen as providing needed service(s) to the community.
- The Coalition members reviewed much literature on the formation of literacy programs and coalitions. The best of this material is included in Appendix C of this report.

B. Perceived Problems and Recommendations for Avoiding Such Problems

- Individual Coalition members were not able to put in as much time as is really needed to help the Coalition be successful. It was recommended that the Coalition members should appoint a 'staff' (could be a volunteer) person to act as the member representative rather than the directors. The directors rarely have time to do more than attend the Coalition meeting. If a staff person had a certain percentage of his/her time allocated within the program's budget for the Coalition, this might allow more work to be accomplished.

- Although there has been a new awareness of each Coalition member's programs, duplication of services still seem to exist. Given the limited resources, there should be further discussion on how to avoid such duplication.

- The persons who volunteered to chair the Public Awareness Campaign actually did not have the time to carry it out and therefore a real concerted campaign did not occur. This appears to be a job for a full-time volunteer or a part-time paid staff person.

- There are still some problems with "turf" and competition among the Coalition member agencies. This is especially sensitive to those member agencies which are competing for the same funds. It was suggested that this problem will "resolve itself" as the members work together and learn to trust each other.

- There were occasions when a member used the name of the Coalition without prior approval of the Advisory Council. As a result, it has become a rule that no member can use the name of the Coalition without the Advisory Council's approval.

- There were many changes in member agencies and their representatives at Coalition meetings within the first few months. When new agency representatives attended their first meeting they were often unaware of what had happened at earlier meetings and indeed seemed unaware of the purpose of the Coalition. This caused confusion and frustration. If each agency would delegate a representative who would remain well-informed of the purpose and activities of the Coalition, it is hoped that this problem can be solved.

- Too much was expected from the media and private firms in terms of free public services for the Public Awareness Campaign. The Coalition needs to recruit a person (probably a volunteer since there are no funds available at present) who is very knowledgable about what free services can and cannot be obtained for non-profit groups.
- The vast majority of the work fell to the Coalition Chairperson. Again, if representatives from each member agency are selected to attend meetings and work within the Coalition, the Chairperson would not be left to do most of the work.
- The goals and objectives for the Coalition were perhaps too lofty to accomplish in a year's time. The Coalition members now have a better idea of how much can be feasibly done within a limited time span.
- More television and radio coverage is needed to recruit illiterate students. The Coalition really needs a public relations volunteer to do this.
- It was not clear what the responsibilities were of each Coalition member. There should be a written "job description" for members and enforced guidelines for dealing with those members who do not carry out their responsibilities.

Literacy Coalition of Harrisburg
101 Walnut Street, Harrisburg, PA 17101
(717) 234-4976

To Whom It Concerns:

It has been my pleasure to represent our agency, Volunteers of America, on the Literacy Coalition of Harrisburg these past few months.

From my personal perspective alot has been accomplished in a short period of time by this fledgling group, with Linda Carl taking a lead role in running interference for handling the bulk of the details.

I sincerely believe that when fully functioning, the coalition will make great strides in our area in combating the problem of illiteracy.

Problem areas I have witnessed with the growth of the group were primarily twofold. First, initial confusion existed as to what groups would play what roles, how they'd work together and how they'd resolve areas of conflicts (particularly in vying for funds). Secondly, a small communications problem was evident in that on several occasions we learned after the fact of key decisions made, some directly involving us.

We expect these problems to diminish in nature as the groups work more closely together, and exchange information on a more regular informal basis.

Sincerely,

Steven M. Jones
Executive Director, VOA

cpm

101 WALNUT STREET • HARRISBURG, PENNSYLVANIA 17101 • (717) 234-4961

EVALUATION FROM

DAUPHIN COUNTY LIBRARY SYSTEM

The Dauphin County Library System has been involved as part of the Literacy Coalition for approximately one year. While many literacy-related activities were underway in the greater Harrisburg area, there was no concerted effort to coordinate them. The coalition has allowed this to happen through regular meetings of literacy program providers in this area. Each group maintains its own identity, but awareness of what the others are doing certainly facilitates the planning process.

Our biggest investment in this effort is that the Literacy Coalition phone is located at our Central Library. Intake forms are completed for potential tutors and volunteers. These individuals are then matched up with the appropriate agency of the Coalition.

We have come a long way and have much ground to cover still and I look forward to continuing this productive relationship.

Rich Bowra
Assistant Director
Dauphin County Library System

HARRISBURG SCHOOL DISTRICT

1201 NORTH SIXTH STREET
P.O. BOX 2645 — MAILING ADDRESS
HARRISBURG, PENNSYLVANIA 17105

May 1985

Mrs. Linda Carl
Literacy Coalition of Harrisburg
101 Walnut Street
Harrisburg, PA 17101

TO WHOM IT MAY CONCERN:

On behalf of the Harrisburg School District, I would like to offer our endorsement and support of the Literacy Coalition of Harrisburg.

Recognizing the importance of combating illiteracy and the need to develop programs to help meet the needs of over 10,000 adults in the city of Harrisburg who cannot read, a coalition was formed to help the community fight the growing problem.

Community organizations and agencies were brought together to help the many people who have difficulty functioning within their community/environment and also have special problems which cause them to become easily frustrated. The coalition provides resources to these individuals which most appropriately meets their individual needs. They encourage them to have a positive outlook and the necessary help in adjusting to the competitive world.

I view the Literacy Coalition of Harrisburg as providing a valuable service to all people who need individual literacy attention and encourage its continuation.

Sincerely,

George B. Mitchell

George B. Mitchell, Director
Division of Instructional Services

GBM/pjb

EVALUATION

by

THE LITERACY VOLUNTEERS OF CATHOLIC SOCIAL SERVICES

written by Linda S. Carl

As lead agency in the Coalition, the representative from Migration and Refugee Services of Catholic Social Services and Literacy Volunteers of Catholic Social Services was chosen to serve a Chair of the Coalition.

This year was one of organization and growth. The members learned about each other's programs. The accomplishments that are found in the body of this report could not have been possible without the support and the professional expertise of the members.

Although the representatives to the Coalition were very cooperative, the majority of the work fell on the Chair. Here, I would like to list some of these responsibilities:

- Instill aan atmosphere of equality among Coalition members.
- Providing enthusiasm and encouragement.
- Corresponding with members of the Coalition; national, state and local literacy organizations; agencies and press in the community; students; and volunteers.
- Arranging and running monthly meetings.
- Record keeping, developing forms, sending out surveys and articles of current interest regarding literacy issues.
- Acting as spokesperson for the Coalition.

In future years, I would suggest that the workload be divided more evenly. Representatives that were not program directors would have more time to give. It would be possible for future grants to include a portion of each representatives work week in the budget.

As the year progressed, I could identify two specific problems:

- There was no policy developed concerning who would be accepted as a member of the Coalition and what the standards of continuing membership should be.
- Some of the current members were not taking their "fair share" of the responsibilities and yet they were reaping all of the benefits of attaching their name to the Coalition.

I would suggest that these ideas be considered to improve the Coalition:

- Developing a set of ground rules (maybe they do not have to be as encompassing as by laws).
- An orientation day be set aside where all of the members get one hour to talk about their programs, show slides, have student/teacher demonstrations, and explain their training methods and curriculum.

Due to the fact that this project was to be completed in one year, one of the major goals was not accomplished. The Public Awareness Campaign is only now actually getting underway. There were several volunteers that had offered to run such a campaign throughout the year. None of the people had anticipated the volume of work and time that would be demanded. They shortly gave up. This is a job that needs a professional P.R. consultant; a job that would take at least 20-30 hours a week for a month or two; a job that could be filled by a part time paid staff person.

The final test of the success or failure of the project is twofold. One test is the expanding community awareness where literacy is concerned. The Mayor's letter to over 350 businesses; television coverage;the newspaper articles, and the response to the introductory letter sent out by the Coalition would deem this aspect of the project a success. The other most important factor in evaluating the project is the number of

volunteers and students who have contacted the Coalition by using the Coalition's phone number. As of the date when this evaluation was written, the phone number had been operable for less than three months and over 65 calls have been received. Calls have been divided evenly between volunteers and students and just recently there have been several calls from employers. For the short amount of time that this phone line has been in existance and for the little publicity that it has gotten, I feel that this is merely the beginning. I predict that after the public awareness campaign calls will be averaging about 30 per week. The Library staff has been doing an excellent job of getting the referral forms filled out and sent to the Chair within a day or two of receiving the call.

In summary, I believe that this project was of benefit to the community of Harrisburg and especially of benefit to the member organizations. If the Coalition continues to exist after the 310 funding runs out in July 1985, it will certainly attest to the fact that the members feel that they can do more as a united group rather than as separate organizations. It will also mean that the members have lost their fear of losing the identity of their own programs as they promote the Coalition. The continuation of this Coalition would assure that possible funding sources would be attracted to the total picture of fighting illiteracy in the City of Harrisburg rather than simply assisting one aspect of the problem.

Spanish Community Center

301 South 13th Street
Harrisburg, Pennsylvania 17104
717/232-7691

Evaluation of Adult Literacy Program

The Adult Literacy Program of the Department of Education has been a success. Most noteworthy has been the acceptance of this program among the Hispanic Community in the City of Harrisburg. In a recent Hispanic Community needs assessment verifies that the Harrisburg Hispanic Community is relatively undereducated: ony 35% of those aged 25 and older have high school diplomas or equivalents. We have find out that the problem of iliteracy not only in English but also in Spanish is preventing these individuals for participating in the competition of progress in this country. I strongly believe that the Adult Literacy Program of the Department of Education is a step in the right direction.

Sincerely,

Julio H. Diodonet
Executive Director

Tri-County Opportunities Industrialization Center, Inc.

P.O. Box 1941
Harrisburg, PA 17105

(717) 238-7318

May 6, 1985

Ms. Linda Carl
Chairperson
Literacy Coalition of Harrisburg
1500 Herr Street
Harrisburg, PA 17103

Dear Linda,

I am happy to respond to your recent request for an update and evaluation of what I feel are the major accomplishments and failures of the newly formed Literacy Coalition of Harrisburg.

In my estimation, the Coalition was a great step forward in linking and networking those organizations and concerns in the Greater Harrisburg area which offer adult literacy training. Like any new venture of this proportion, it has had its setbacks. However, I feel very positive about the Coalition. It should and will continue to unite those groups that offer similar yet unique services.

Migration & Refugee Services can be proud that it has taken the leadership to establish this much needed Coalition. As in the past, O.I.C. will continue to offer its support.

Attached please find my list of accomplishments and failures.

Sincerely,

Jeffrey Woodyard

Jeffrey Woodyard
Program Administrator

JW/tm

Clarence C. Morrison
Board Chairman

Rev. Franklin L. Henley
Chairman, Emeritus

ACCOMPLISHMENTS

This project has brought together most of the organizations in the Greater Harrisburg area who share a similar concern - Adult Literacy

The contacts and linkages made through this Coalition have and will in the future prove very useful.

The survey conducted by the Coalition has identified some of the needs and concerns of various organizations as they relate to adult literacy.

The sharing of information and resources has been positive.

The telephone hot-line and referral systems help both potential clients find the ideal location and center for them as well as helping the various organizations in their recruitment efforts.

The involvement of the Mayor's office has been valuable. The contacts that his office is making with the various businesses will help spread the word about the need for adult literacy training. It will also help in recruiting volunteers and students.

The promotional spots, TV coverage and press announcements have resulted in referrals of both students and volunteer tutors.

The workshops with Literacy Volunteers of America and Clarion University have helped in the exchange and spread of information.

The library system has proven invaluable in sharing its resources, facilities and staff.

Securing a public relations person was a positive step.

FAILURES

More effort is needed to reach actual students who are in need of literacy training.

The goals and objectives for the Coalition, while attainable may be too lofty for one year's time.

Individual Coalition members are not able to put in as much time as is really needed to help the project be successful.

Need to learn more about the individual Coalition member's programs and how we can avoid duplication of services.

Literacy Coalition of Harrisburg
101 Walnut Street, Harrisburg, PA 17101
(717) 234-4976

EVALUATION
CENTRAL PENNSYLVANIA LITERACY COUNCIL

As with most beginning ventures, the participants are more learned at the conclusion. There were strengths and weaknesses. The major accomplishment of the Project is that a Literacy Coalition of Harrisburg is organized. If the Coalition continues to function, I would recommend an addition to the name of "the Greater Harrisburg Area" or Tri-County" in the title. There is literacy activity on the West Shore, Cumberland County and Perry County.

In the beginning months, each meeting found new representatives, other than those named in the Project, in attendance. Many of those attending possibly did not know the design of the project. Their interests seemed to be of their agency's needs rather than making a cooperative effort in helping each other find resources. It appeared to this observer that the newcomers came expecting funding to be available. Their attendance did not continue. This demonstrates a need that more interpretation of the purpose of the Coaltion will be needed in the future. I go on record saying that a literacy coalition is a community need.

The establishing of the telephone line and use of the address of the Central Library were positive decisions and action by the Coalition. The Mayor's NEWS Conference was another plus. New areas of growth are still needed and hopefully always willbe.

Weaknesses observed by this writer are as follows. In the beginning, time in the meeting was not used efficiently. There was evidence of over-planning in relationship to realistic goals of implementation . Knowledge of volunteers, their accessibility, time limitations and potentials was weak. Unfortunately one cannot ask volunteers for references. It appeared in the functioning of the project that the plan was for volunteers to take up the slack in tasks that the professional employees could not fit into their demanding schedules. It was expected that Public Relations firms would give free time to the Coalition as a public service, as were mass media. Many other social agencies expect these same contributions. Expectations were not realistic in this area. Awareness of the Coalition was known to agencies, but the goal of"Public Awareness" did not materialize.

The monthly evaluation forms, see page 5 of Project, were not designed nor implemented Related to this same section of "Evaluation" is #3 on page 4 of Methods and Materials. for Coalition members to cite possible reasons for improvements. It is expected that all will improve? Performing these tasks require persons professionally trained in pre-testing, recognizing student improvement and citing reasons for improvements. These evaluations are beyond the scope and understanding of the tutors I have observed. Increases in reading vocabulary could be noted. I question the last sentence of the second paragraph to its intent. Is it expected that coalition members evaluate narratively their own literacy programs? If so, this would be an infringement of the autonomy of each agency and assumes that all are qualified to make this assessment. This action is far beyond the rights of the Coalition as it is now designed.

Under #3 Method and Materials, page 4, "the advisory council approves of members improving their programs. It is hoped that all programs will continue to improve. If

it is the intent that the Advisory Council will give the stamp of approval and will select tutor training and instructional material, I must raise the question as to the qualifications of those involved in these tasks. Guidelines were not established and these goals are beyond the scope and understanding as the Coalition now exists. I would recommend that a "Seal of Approval" be a future goal but it will take more work and professional training than we can foresee at present. Concern and interest for those deficient in communication skills is admirable, but would not evaluations necessarily be based on opinion rather than expertise in the area of Language Arts? I do endorse stating on agency stationery that the agency is a member of the Coalition but that is the limit that we can say at this time.

Plaudits are given to Linda Carl, the project coordinator. She was conscientious in her efforts toward conducting the Coalition democratically. All had equal voice if they chose to exercise this right. She performed her tasks well and made resources and information available. Definitely professional calibre !

Audrey B. Ransom

Audrey B. Ransom

APPENDIX A

"Reply Cards" That Were Returned
From Social Service Groups

1. Harrisburg Concern Citizen Organization .....234-0318.....
   Michelle E. Johnson
   1415 Market St.

2. Emergency Health Services Federation
   Barry E. Yingling EHS Federation
   P.O. Box 446
   Lemoyne, Pa. 17043.....

3. Y.W.C.A. Carlisle
   311 S. West St.
   Carlisle, Pa. 17013 .....243-3818.....
   offered publicity, rooms for instruction and referrals

4. Harrisburg Housing Authority (Janet P. Kelsey, Tenant Relations Coord)
   351 Chestnut St.
   Harrisburg, Pa. 17101 .....232-6781 .....
   offered assistance(volunteers???) and work site for program
   for illiterate tenants of Hbg. Housing Authority

5. Cumberland-Perry Drug and Alcohol Commission.....249-6094.....
   Ann Drake
   10 South Courthouse Ave.
   Carlisle, Pa. 17013

6. A H E D D
   Association for Habilitation and Employment forthe Developmentally Disabled, Inc.
   Janet Segrott, Area Manager
   420 Walnut Street
   Lemoyne, Pa. 17043.....763-0968.....
   offered speicalized help for the developmentally disabled (D.D.)

7. Keepers of Hope
   Families of Persons now-in or recently-out of coma
   Shirley Coombe
   2117 Mayfred Lane, Camp Hill .....737-2497 .....

8. Neighborhood Center of the United Methodist Church
   Lenore Haas
   1801 North 3rd St.
   Harrisburg, Pa. 17102 .....

9. Rosalie G. Handler Center (MHMR)
   1919 N. Front St.
   Harrisburg .....232-8761.....
   offered to refer clients

10. Harrisburg Women's Center, Inc.
    Holli Van Nest
    PSSU Bldg. Rm 204
    1037 Maclay St.
    Harrisburg, Pa. 17103 .....233-4004.....

11. Harrisburg School District
    George Mitchell
    1201 N. 6th St.
    Harrisburg, Pa. .....255-2475.....

REPLY CARDS

12. Tri-County Head Start
Lynda Long Social Services Specialist
Lina Cedeno, Jamily Services Worker
2107 N. 6th Street Rm. 200
Harrisburg, Pa. 17110.....234-2227.....
offered to refer clients

13. CONTACT Harrisburg
P.O. Box 2328
Harrisburg, pa. 17105 .....652-4987(business).....
offered to serve as referral - currently refers to 5 of the 7 members
also can provide a low-cost answering service

14. Chamber of Commerce of the Greater Harrisburg Area
no name given.

15. Children's Play Room
Lynn Everhart
1301 Sycamore St.
Harrisburg, -pa. 17104 .....233-4193.....
offered to provide parent education classes during class time

16. Childline and Abuse Registry
Warren L Lewis
P.O. Box 2675 D.P.W.
Harrisburg, Pa. .....1-800-932-0313(in Pa.) .....

17. _____ Concept 90
R.D.#1 Box 471 A
Palmyra, Pa. 17078 .....469-0611 .....

18. Harrisburg Emergency Life Survival Program H.E.L.P.
Marcia Reeves - Asst. Dir.
234 South Street
Harrisburg, Pa. .....238-2851.....
offered to refer clients

19. Better Business Bureau of Eastern Pa.
Linda J. Hollingshead, Dir.
53 North Duke St.
Lancaster, Pa. 17602 291-1151
offered to provide consumer information

20. Sr. Employment Program
Liz Schreffler
503 A North Front St.
Harrisburg, pa. 17101 .....234-5961.....
offered to hire persons enrolled with the Lit. Coal.

REPLY CARDS

21. Cumberland Co Prison
Charles Clement c/o Cumb. Co. Prison
37 East High St.
Carlisle Pa. 17013.....249-1620 .....
offered to provide spaCE FOR POTENTIAL VOLUNTEERS

22. Hospice of Central Pa.
Karen Paris
P.O. Box 65
Lemoyne, Pa. 17043-0065 .....
offered to do P.R. and refer clients

23. Parents Anonymous of Entral Pa.
Lori Miller
Box 529 Elizabethville, Pa. 17023.....896-3926.....
offered to use any volunteers we don't need, I guess

24. R.S.V.P.
Harrisburg, and Lancaster
26 South 2nd St.
Harrisburg, Pa. 17101 .....232-1963 .....
offered to do P.R.

25. Cumberland County Office of Aging
Linda Stuckey, Ingo and Referral Coord.
35 E. High Str.
Carlisle, Pa. 17013 .....243-8442.....

26. City of Harrisburg
Randy King
Suite 401 Dept. of Parks and Recreation
10 Nornt Market Sq.
Harrisburg, pa.....255-3020.....

27. Pa. Dept. of Health, Office of Drug and Alcohol Programs , Div. of Information Services
Gloria Martin-Payne Kir Public Information
Rm. 929 Health and Welfare Bldg
Harrisburg Pa. 17105 .....787-2879.....
offered drug and alcohol prevention information

28. Women in Crisis
Jenny Murphy-Shifflet
R.D.#1 Box 314 A
Hummelstown Pa. 17036 .....534-1103 .....
offered materials published in Espanol re: their shelter
asked for a translator bank

29. Bethesda Mission for Women
Joy Young
818 M. 20th st
Harrisburg, Pa. 17008 .....232-0525.....
offered to refer clients.

REPLY CARDS

30. Bethesda Mission for Women .....232-0525.....
Joy Young
818 N. 20th St.
Harrisburg, PA 17008
a referral

31. Hamilton Health Center .....232-9971 ext. 17.....
Ken Harris
1821 Fulton St., P.O. Box 5098
Harrisburg, PA
referral and through a newly established speakers bureau

32. Tressler-Lutheran Service Associates .....761-6920.....
Kathy Moan, Director Refugee Services
2331 Market St.,
Camp Hill, PA 17011
Currently involved with literacy thourgh newly arrived refugees needing ESL

33. The First Step Program .....234-3496.....
Margie Adelmann, M.S.W.
1838 N. Second St.,
Harrisburg, PA 17102

34. Dauphin County Dept. of Drugs and Alcohol Services

35. Bishop McDevitt High School.....236-7973.....
Mr. Al Formica
Bishop McDevitt H.S.
2200 Market
Harrisburg, PA 17103
Currently involved with literacy through ESL class for Vietnamese students (thru PA literacy council)

36. Holy Spirit Hospital .....763-2100 ext. 2172.....
Sister Cecilia Hock, S.C.C.
Holy Spirit Hospital
Camp Hill, PA 17011
Currently involved with literacy--the hospital has a language bank to assist patients who cannot speak English.
Could teach health classes to the refugees.

37. Office of Vocational Rehabilitation .....787-4018.....
Jay C. Birt, Administrator
1500 North Second St.
Harrisburg, PA 17102
Interested in being kept advised on the coalition's efforts, and would be open to referrals of handicapped persons for services from the agency.

38. Carlisle Council of Churches.....249-5986 (h). .249-7797 (o)...
Barb Baker
1 West Penn Apt. 101
Promote Program through Churches

39. Perry County Literacy Council .....532-2213.....
Dale K. Lesperance, CTR Director
Community Action, Box 404
New Bloomfield, PA 17068
Have developed a Perry County Literacy Council and trained tutors.
Have trained tutors waiting for students.

APPENDIX B

BCEL

Business Council For Effective Literacy, Inc.
1221 Avenue of the Americas, New York, New York 10020 (212) 512-2415

March 4, 1985

Board of Directors

Walter H. Annenberg
President
Triangle Publications, Inc.

James E. Burke
Chairman and C.E.O.
Johnson & Johnson

Mrs. George Bush

Frank T. Cary
Chairman
Exec. Committee
IBM

Robert F. Erburu
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The Times Mirror Co.

Harold Howe, II
Senior Lecturer
Harvard Grad. School
of Education

Dan Lacy
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BCEL

Martin Lipton
Partner
Wachtell, Lipton

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Texaco

Edward N. Ney
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Young & Rubicam

William C. Norris
Chairman and C.E.O.
Control Data Corp.

Benjamin F. Payton
President
Tuskegee Institute

Jack W. Peltason
President
American Council
on Education

Edward E. Phillips
Chairman and C.E.O.
New England Mutual
Life Insurance Co.

Alan Pifer
President Emeritus
Carnegie Corp.

Donald C. Platten
Chairman, Exec. Committee
Chemical New York Corp.

Alice M. Rivlin
Research Director
Brookings Institution

Michael I. Sovern
President
Columbia University

Sherman Swenson
Chairman and C.E.O.
B. Dalton Bookseller

Alexander B. Trowbridge
President
National Association
of Manufacturers

Ms. Linda Carl
Chairperson
Literacy Coalition of Harrisburg
1500 Herr St.
Harrisburg, PA 17103

Dear Linda:

It was good to talk with you by phone on February 26 and to hear about your efforts to involve the Harrisburg business community in your Coalition's activities. Enclosed are, as promised, the following items:

1. A print-out of Pennsylvania-based corporations, corporate foundations, and other business organizations whom you might approach for assistance.
2. 25 Copies of our first newsletter.
3. 25 Copies of our new pamphlet, "Functional Illiteracy Hurts Business".
4. 1 Extra copy of our most recent newsletter (you should be receiving another copy soon via our regular mailing).
5. A list of contact persons in Pennsylvania-based programs who have had success in generating involvement of local businesses.

As we discussed, you might review our two newsletters in order to identify companies which are getting involved in the adult literacy issue (e.g., those supporting the Center for Literacy and the Mayor's Commission in Philadelphia). You might then refer representatives from those businesses-or from other businesses-to our newsletter and brochure while explaining your own program's purposes and needs. Note, in particular, that our January newsletter has a feature article (on pages 4 and 5) which stresses the need for planning of the type which your Coalition will likely be doing.

I hope that this information is of help to you. Please contact me if you have further questions or if you have information - particularly regarding business involvement there - which we might include in a future newsletter.

And best wishes to you in your efforts.

Sincerely,

Paul Jurmo
Program Associate

PJ/mb

Enc.

Contact Persons in Pennsylvania-Based Programs (2/26/85)

Mr. Don Block
Executive Director
Baum Boulevard & Whitfield
5920 Ralph Munn Hall
Greater Pittsburgh Literacy Council
Pittsburgh, PA 15206

Ms. Linda Carl
Chairperson
Literacy Coalition of Harrisburg
1500 Herr St.
Harrisburg, PA 17103

Ms. Marilyn deWitt
Executive Director
The Center for Literacy Inc.
3723 Chestnut St.
Philadelphia, PA 19104

Dr. Marciene Mattleman
Executive Director
Mayor's Commission on Literacy in Philadelphia
City Hall Annex
Room 702
Philadelphia, PA 19107

BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

ADULT LITERACY: PROGRAMS • PLANNING • ISSUES

A Newsletter For The Business Community

VOL.1 SEPTEMBER 1984

A MESSAGE TO CORPORATE CEOs

from
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Chairman, McGraw-Hill, Inc.
President, Business Council for Effective Literacy

Twelve pages is long for a newsletter, too long obviously to sensibly request that you personally invest your time in going through them. I do urge you, however, to read at least the several paragraphs of this message. More and more of us in the business community have become firmly convinced that the immense and growing challenge of functional illiteracy constitutes one of the really major social problems we face in America today, and we are taking action. But many in business are still not really aware of the problem's full scope, its general implications for all Americans, and its specific implications for business in America.

Right now twenty-seven million adult Americans can't read and write well enough to qualify for jobs ... fill out a job application ... write a letter ... understand the label on a medicine bottle ... or make full use of their native abilities to lead productive and satisfying lives. There are in addition close to twice that number ... an estimated forty-five million adult Americans ... whose basic skills of reading and writing are at best barely marginal. That adds up to seventy-two million essentially nonliterate people, all 17 years of age and over.

Lacking those basic skills, a high percentage of that number are not making it in our society. Well over a majority of each of three groups, those who are unemployed, those who are on welfare, and those who constitute our prison population, are functionally illiterate. I urge you to consider the economic as well as the human tragedy represented in those statistics.

Virtually all businesses today are adversely affected by the large numbers in their work force with weak or nonexistent basic skills that result in lower productivity, poor product quality, lost management and supervisory time, and restricted mobility and promotability of employees. An estimated

BCEL's Exec. V.P. Dan Lacy, Vice Pres. Gail Spangenberg, & Pres. Harold W. McGraw, Jr.

three-fourths of the currently unemployed are functionally illiterate, seriously reducing the pool of competent persons for new hires. And as potential customers, those who can't read are hardly likely to identify product labels or print advertising.

Corporations are of necessity doing an increasing amount of costly in-house basic skills training today to achieve the size of work force needed. They will be finding it necessary to do considerably more of it in these next few years. But the scope of the challenge is such that business can't accomplish it alone, nor can any one segment of America. Local and state governments are increasingly investing funds to supplement the federal government's efforts to meet the problem, and the number of voluntary literacy agencies is growing. But all of them together are today only treating an estimated 5 percent of the problem. And the number of functional illiterates in this country is growing by approximately 2¼ million adults annually.

Business must give an even higher priority to this problem among their many pressing corporate social responsibilities. And, in addition to increasing their funding for the needed expansion of the efforts of the various literacy agencies in the field, they must increasingly join with them and the local, state, and federal government agencies in bringing added management, organizational, and planning skills to an integrated, overall effort. It will require that kind of joint endeavor to make any sizable inroad on a problem that has been markedly outgrowing the degree of the current effort to meet it.

This newsletter is long because it is more than just a quick update on new efforts in the literacy field. We hope it can serve business as a longer-term reference on the scope and implications of the overall problem and on the types of agencies now working on it and how they operate. It gives specific suggestions as to how business can best help, and specific examples of how some corporations are meeting this challenge now. I therefore also urge that you forward this reference tool on the functional illiteracy battle to appropriate officers in your corporation for further review. But there can be no one more appropriate than the CEO in determining a corporation's priorities of interest. The problem vitally needs and merits your full personal awareness and involvement.

The Business Council for Effective Literacy is a publicly supported foundation established earlier this year to foster greater corporate awareness of adult functional illiteracy and to increase business involvement and support in the literacy field. We support a small, highly trained, professional staff to interact with literacy groups and planners around the country—continually assessing their activities, needs, and concerns—so as to provide responsible advice to the business community on the opportunities for their involvement and funding.

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ADULT FUNCTIONAL ILLITERACY: ON THE VERGE OF CRISIS

Who Are "Functionally Illiterate" Adults?

Functional illiterates are out-of-school adults whose basic skills (reading and writing, simple math, ability to speak English, and oral communications) are nonexistent or so poor that they cannot *function* effectively or at all in such everyday tasks as reading job notices, filling out a job application, writing a check or a letter, or reading a simple manual or a medicine bottle.*

How Many Are There?

According to the U.S. Department of Education, *27 million adults–one in every five adult Americans–are functionally illiterate.* Another 45 million are only marginally literate. And the pool is growing by about 2.3 million persons each year (high school dropouts, immigrants, refugees).

- Functional illiteracy by age group:

		No. Persons (in millions)
17 years olds**	13%	.5
18-29 years old	16%	7.9
30-39 years old	11%	3.5
40-49 years old	19%	4.3
50-59 years old	28%	6.5
60 years and older	35%	4.2

- By gender:
  Men 17%, Women 23%
- By racial grouping:

Whites	16%
Blacks	44%
Native Americans	54%
Hispanics	56%

- By geography:
  Adult functional illiterates are found in every neighborhood and every region of the country. The highest rates of illiteracy are in central cities, which themselves have the highest population concentrations, and in rural areas.

Explaining The Numbers

Why are so many adults functionally illiterate? There is no one answer. Some have dropped out of school. Some have had ineffective schooling. Some are recent immigrants and refugees who can't speak English and may not be literate in their own languages. Some have been held back in their education because of social attitudes. Some have parents with low literacy achievement or lack a supportive home learning environment. But the great majority are the victims of a rapid change in the requirements for literacy in American society, due largely to the speed of technological advance. *The standards for minimum acceptable literacy are higher today than they were only a decade ago.*

The High Cost Of Illiteracy

Experts say that in terms of low worker productivity, absenteeism, uneven product quality, and lost management and supervisory time, the cost of adult illiteracy to the corporate world and to the nation amounts to billions of dollars a year. Moreover, corporations are paying hundreds of millions of dollars annually to operate in-house basic skills programs. (A 1983 study by the Center for Public Resources in New York indicates that AT&T alone spends $6 million a year to provide basic reading, writing, and math skills to 14,000 employees.)

Government studies and independent research show a high correlation between illiteracy and: low income level, unemployment and underemployment, public assistance, and crime.

- Families at or below the poverty level are 5 times more likely to be functionally illiterate than families with an income $15,000 or above.
- Overall, about 15 percent of persons in the workforce are functionally illiterate. Even among professional and managerial workers, 11 percent are functionally illiterate, as are 29-30 percent of semi-skilled and unskilled workers.
- An estimated three-fourths of the currently unemployed are functionally illiterate.
- The cost of welfare and unemployment compensation due to illiteracy is estimated at $6 billion annually.
- The cost of crime due to illiteracy is estimated at more than $6.6 billion a year.

The Scope of Existing Programs

The federal Adult Basic Education Program is the largest single program in the country. Literacy Volunteers of America and Laubach Literacy operate volunteer tutoring and tutor training programs through a network of affiliates in most of the states. Basic skills programs are provided also by community education centers, libraries, schools, churches, community and senior colleges, ethnic organizations, unions, and others. Basic skills training is an element of federal job training programs such as the Job Corps and the Job and Employment Training Program. And business and industry regularly operate in-house remedial programs for their employees. Yet public and private programs combined reach only a small portion of the needy population. It is estimated that *no more than 4 million adults are presently served by all existing programs.* Most programs report long waiting lists of adults they are unable to serve for lack of resources.

A Special Problem For The Business Community

Adult illiteracy is a pervasive problem of human resource development that affects every social, political, and economic institution in the country. Everyone loses when so many members of society are nonliterate, unproductive, and unable to take part in the responsibilities and benefits of citizenship. But adult illiteracy poses a special problem to business and industry for these reasons:

- The promotability and mobility of many of the currently employed are restricted for lack of the essential basic skills.
- The millions of adults who can't qualify for much of the work in our technological economy represent a major loss of potential customers for products and services.

HOW CORPORATIONS CAN HELP

To overcome illiteracy, a major long-term investment of funds and planning time will be needed from both public and private sources. The business community could make a major contribution to the effort by helping in various ways. Corporations can:

1. *Make grants to local adult literacy programs* which operate in communities where they have headquarters or branches—e.g. to Literacy Volunteers, Laubach Literacy, libraries, colleges, programs of ethnic and other community-based organizations. Such support would enable the programs to develop and expand staff, tutoring, and other essential resources needed to serve more adult illiterates. (See pp. 4–9 of this newsletter for descriptions of the main programs.)

*Until a few years ago, school completion data were used to estimate the number of adult illiterates in the population. But because school attainment level is only one of several indicators of illiteracy, the federal government sought in the mid-70's to develop a more relevant measure. In a major federally-funded project, the Adult Performance Level Study (APL), carried out at the University of Texas, tested the ability of a national sampling of adults to perform a variety of tasks judged essential to everyday living and working, and dependent on mastery of the basic skills. The definition given above grows out of the APL study.

**Figures reported recently by the National Commission on Excellence in Education.

2. *Provide in-kind assistance to local programs:* space to hold classes, computer and other equipment donations, free publicity, printing and dissemination of instructional materials for tutoring and tutor training purposes.

3. *Provide financial and in-kind support to strengthen the national coordinating offices* of such groups as Laubach Literacy, Literacy Volunteers, and the Association for Community-Based Education.

4. *Join and/or provide financial support to local and state literacy coordinating councils and agencies.*

5. *Provide support to the Coalition for Literacy to help underwrite its three-year national adult literacy campaign.*

6. As civic leaders and trustees of school boards, libraries, community colleges, voluntary organizations, and other literacy-involved organizations, *press for more public support for literacy programs and planning* on a local, state, and national basis.

7. *Provide financial support for major centers of adult literacy research, data gathering, and information dissemination.*

8. *Set up in-plant programs for employees with basic skills problems,* using paid instructors or staff volunteers trained by external literacy organizations, or alternatively contract with external literacy groups to tutor employees on or off company premises.

9. *Encourage company executives, employees, and their families to serve as volunteers in community literacy programs. Similarly, convince business friends that they too have a stake in the problem and encourage their involvement in combating it.*

THE NATIONAL PICTURE: THE PUBLIC SECTOR

A serious attack on the national adult illiteracy problem requires a firm and sustained commitment at the highest level of government and far greater public awareness of the problem. Two major efforts underway at the national level to respond to these challenges are the Adult Literacy Initiative of U.S. Secretary of Education T.H. Bell and the National Adult Literacy Campaign about to be launched by the Coalition for Literacy and the Advertising Council.

The Federal Initiative: A Hopeful Beginning

On September 7, 1983 President Reagan and Secretary Bell announced, in a meeting of 200 business and literacy leaders convened at the White House, a new effort of the U.S. Department of Education to promote adult literacy in the U.S. The effort, named The Secretary's Initiative on Adult Literacy, involves most of the major education agencies of the Department and is coordinated by an executive director appointed by the Secretary. The Initiative seeks to expand existing basic skills programs in the country (emphasizing the wider use of volunteers) and to encourage the development of new programs. Its two main accomplishments to date are:

- **The National Adult Literacy Project.** With $870,000 from the National Institute of Education, the Far West Laboratory in San Francisco and The NETWORK in Andover, Massachusetts launched a cooperative 14-month project in the fall of 1983, the National Adult Literacy Project. NALP goals were to gather, analyze, and disseminate needed data on model literacy programs around the country, develop new forms of technical assistance to strengthen existing programs and design new ones, and shape a priority research agenda as a basis for future literacy planning and provision. The work of NALP is expected to result in several major publications early in 1985, as well as a set of recommendations for implementing a long-range technical assistance and research program. Among the planned publications are: *A Guidebook of Promising Practices,* a White Paper concerned with broad policy issues and strategies for dealing with adult illiteracy, and several monographs on such topics as: the role of technology in adult literacy, the relationship of literacy to jobs, the federal role in advancing literacy, and strategies for reaching those at the lowest levels of functional illiteracy.
- **The College Work-Study Program.** In cooperation with the Department of Education, 18 colleges and universities* are using their Work-Study funds for pilot projects in which students are trained and paid to assist in a variety of roles in local literacy programs. The Department has granted an additional $360,000 to the colleges to augment their regular Work-Study allocations. Eventually, the department will evaluate the programs for their usefulness to other colleges. In the meantime, all other 3,400 College Work-Study institutions are being encouraged to use a portion of their funds to develop adult tutoring programs.

The Secretary's Initiative also consists of a plan to foster private sector involvement in literacy ... an intergovernmental program to encourage present and retired federal employees to serve as voluntary literacy tutors ... and efforts to promote the development of needed statewide literacy planning and coordinating councils. The Initiative is also working to improve cooperation among literacy groups nationally—e.g. through national and regional meetings and a Clearinghouse on Adult Education. It is holding meetings to consider and plan for the special needs of the disadvantaged (Blacks, Hispanics, the learning and physically disabled). And it is working with computer curriculum organizations and educators to explore the role of technology in advancing literacy. Moreover, the Education Department has provided modest funding to help launch the National Adult Literacy Campaign described below.

The program outlined has not yet led to major new federal funding for the field—a crucial ingredient for turning the illiteracy problem around—but it represents a promising first step in the federal commitment to overcoming adult illiteracy.

(For further information, contact: Diane Vines, Director, Office of Secretary's Initiative on Adult Literacy, U.S. Department of Education, 400 Maryland Avenue, SW, Rm. 4145, Washington, D.C. 20202, or phone 202-472-9020.)

The National Adult Literacy Campaign

In December, the Coalition for Literacy (a group of 11 national literacy and adult education organizations), will launch a national three-year campaign in cooperation with the Advertising Council. The campaign has several broad purposes: to recruit voluntary tutors nationwide and direct them to suitable

*Augsburg College, Boston University, College of Saint Thomas, Columbia University, Delaware County Community College, Kansas Newman College, Laredo Junior College, Macalester College, Miami-Dade Community College, Morris Brown College, Portland Community College, State University of New York at Brockport, Texas Southern University, Texas Southmost College, University of Colorado (Denver), University of Illinois (Chicago), University of Southern California, and Wayne State University.

...or training programs, to motivate adult illiterates to come forward and ask for help with their basic skills, and to seek the involvement of the business community. The main components of the campaign are:

- **Ad Council Production and Distribution.** Ad Council production work has been in process since early this year, using a detailed plan developed by Benton and Bowles. The first year's appeal will be to potential volunteer tutors and corporations. The second and third years will also appeal to these two groups as well as to adult illiterates. Volunteer tutors will be sought through a combination of 10, 30, and 60-second television and radio spots, and print ads placed in consumer magazines, newspapers, transit settings, and elsewhere. To generate corporate support, business press ads will appeal to senior corporate management. Ad Council materials will be aired and printed on a public service basis, generating donated broadcast and print value of more than $20 million per year.
- **National Telephone Referral Service.** Volunteer tutors and adult illiterates responding to the campaign will be given local and national call-in numbers for program referral purposes. The national number, 800-228-8813, is operated by the CONTACT Literacy Center in Lincoln, Nebraska—a 20-year old national-international information and referral service agency with extensive links to thousands of community programs, service agencies, and planning groups around the U.S. Business press ads will carry a coupon referring corporate responses to CONTACT which in turn will make referrals to state planning agencies, literacy programs, and the Business Council for Effective Literacy.
- **Technical Assistance.** Coalition representatives will help organize planning sessions in states that have no coordinating mechanisms for adult literacy. The purpose of these state meetings will be to: identify needs and resources, identify individual and group leaders, help stimulate the growth and development of voluntary programs, develop mechanisms to exchange information and coordinate activities, and provide information about the campaign itself. A second element of the technical assistance program will be to provide workshops and training to an estimated 64 communities each year. The focus will be on how to organize new voluntary programs. And the third major element will be to develop how-to-do-it print materials for distribution to local literacy programs—e.g. how to set up programs and planning groups, recruit and train volunteers, and raise funds.

It should be noted that the awareness campaign is being launched with start-up funds from B. Dalton Bookseller ($50,000), the U.S. Department of Education ($50,000), the General Electric Foundation ($75,000), the New York State Publishers Association ($2,500), and a major matching grant of $400,000 from the Business Council for Effective Literacy. The Coalition is working now to secure $1.2 million in additional funds from public and private sources to fully cover its production costs, telephone referral service, and technical assistance activities.

(For further information about the campaign in general, write to Violet Malone, Head of the Coalition for Literacy, c/o University of Illinois, 330 Mumford Hall, Urbana, Illinois 61801, or phone 217-333-1132. For information about the Coalition's funding need, write to Rick Ventura, Chairman, Coalition Fund Raising Committee, c/o National Advisory Council on Adult Education, Pennsylvania Building, 425 13th Street, NW, Suite 323, Washington, D.C. 20004, or phone 202-376-8892.)

THE MAIN BASIC SKILLS PROGRAMS: AN INTRODUCTION

A brief summary of the major adult basic skills programs in the country is given below. (Corporate in-house programs serve a substantial but undetermined number of functionally illiterate adults and are not included.) All are identifiable entities with their own organizational pattern, funding base, and goals. There is an increasing degree of cooperation among them. Together these programs are reaching about 5 percent of adults needing help with their basic skills. All have long waiting lists of students because they lack the resources and funding to meet the demand.

ABE: The Largest Program

The federal Adult Basic Education Program (ABE) is the largest single adult basic skills program in the nation. It was launched in 1965 by the U.S. Department of Education and is administered at the state level by state education agencies. At the local level it operates primarily through school districts which receive and allocate the bulk of ABE funding. There are some 14,000 local ABE programs presently operating in 50 states. Since 1980, federal funding for ABE has hovered around $100 million annually, with state and local matching funds bringing the total annual expenditure to about $200 million. *On average, the programs serve 2.3 million out-of-school adults per year.*

Courtesy of Literacy Volunteers of America

The ABE program provides reading, writing, and other basic skills instruction, including English as a Second Language. Some 80 percent of federal funds are allocated to the states specifically for persons with skills below an 8th grade level. Women make up more than half of the participating students. By age, persons 22-34 constitute about 43 percent of ABE students, and those 16-21 and 35-59 years old account for about 25 percent each. About 43 percent are white, while one-fourth are black and one-fifth are Hispanic. Although ABE is targeted primarily on functionally illiterate adults, it tends to attract students at higher levels of proficiency.

There are nearly 41,000 paid instructors in ABE programs, some 77 percent of them employed part-time. Most instructors are trained and work as elementary/secondary school teachers and they moonlight in ABE. The majority are not specially trained to teach adults. About one-third of the ABE teachers use volunteer aides to assist them. In 1982-83, $600,000 in state discretionary funds was spent in 18 states to recruit, train, and otherwise support ABE volunteer tutors.

Most ABE tutoring takes place in community settings—storefronts, churches, union halls—places where adults usually congre-

te, socialize, and feel most comfortable. Many classes also are located in schoolrooms. ABE reports that for nearly all students, improving their self-esteem is a primary motivating force for participation. So, in most cases, ABE takes an instructional approach that is geared to the life circumstances and needs of individual students rather than imposing a pre-determined curriculum.

Though the state education agencies have general oversight responsibility for ABE, as noted above the responsibility for creating and operating programs rests in local hands, primarily school districts. To remedy some of the inertia in this arrangement, in 1978 new federal legislation called for expanding the ABE delivery system to more centrally include community colleges, business and industry, unio s, churches, and other groups. Co-sp oring arrangements have begun to en rge—e.g. federally-funded poverty and job training programs now often contract directly with local ABE programs to arrange basic skills instruction for their constituencies, and community colleges, which have a history of service to their local populations, are becoming fertile ound for operation of ABE.

Many ABE officials claim that the main problem of the program is inadequate funding at the federal and state levels. Last year in Illinois, for example, there were 117,000 persons being served in adult basic education classes, but for lack of resources there was no room for an additional 112,000 who sought to enroll. California, which served 600,000 adults, estimates that it had to turn away at least 1,000 persons a week. However, to help correct this problem, adult educators are working to raise the current federal authorization level of $100 million annually to $140 million for the next year and "to such sums as necessary for subsequent years." And some states are beginning to consider corresponding increases while others have already introduced them.

(For further information, write to Paul Delker, Director, Division of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.)

The Voluntary Literacy Organizations: A Central and Growing Role

aubach Literacy Action and Literacy Volunteers of America, both headquartered in Syracuse, N.Y., are the major national voluntary literacy organizations. Each has a long history of literacy service to the country and a solid record of achievement. Both are founding members of the Coalition for Literacy and key resource organizations to the National Adult Literacy Awareness Campaign.

Laubach Literacy Action (LLA) is the domestic arm of Laubach Literacy International. LLA trains and certifies tutors to teach reading and writing (including English as a Second Language), provides management and organizational assistance to its local tutoring programs, prepares the instructional material used by their tutors and students around the country, and operates some 500 tutoring programs in 21 of the 50 states. LLA-published books form the core curriculum of the Laubach training and tutoring approach. *Nationwide, the LLA tutoring system presently includes about 30,000 volunteers tutoring 42,000 adult illiterates.* In the 21 states in which LLA runs tutoring programs, statewide Laubach coordinating groups serve as the point of contact between the central office in Syracuse and local programs.

Literacy Volunteers of Ameria (LVA) presently operates about 200 tutoring programs in 31 states. The central staff in Syracuse support these programs with tutor training assistance, management help, and audio and visual materials development. LVA's curricular approach emphasizes the use of materials that are built around the needs and interests of individual students. LVA uses materials developed by the central staff, by tutors in local LVA programs, and by commercial organizations as appropriate. *The LVA tutoring system presently includes about 15,000 trained volunteers tutoring 21,000 general and ESL students.* Nine of the states with LVA programs have statewide coordinating bodies to link the national office with local programs.

Literacy Volunteers and Laubach Literacy are the standard-bearers of quality materials for training volunteer tutors and tutoring adults. Many of their materials are used in the federal ABE program and elsewhere outside their own networks of provision. They also are the main source of tutor training for the voluntary efforts of other literacy organizations—and some local programs work jointly with corporations to provide basic skills services.

Both organizations have managed to achieve large results for years with small budgets. (Of the 700 local LVA and LLA programs, only a few have annual budgets as high as $30-40,000, and only three have achieved a six-figure budget.)

Clearly, to contribute to the growth of the voluntary literacy movement, LVA and LLA will need more revenue. The National Awareness Campaign is already generating an increased demand for their services and with present resources they have a limited capacity to respond.

(For further information, write: Helen Crouch, Executive Director, Literacy Volunteers of America, 404 Oak Street, Syracuse, N.Y. 13203, or phone 315-474-7039. Peter Waite, Executive Director, Laubach Literacy Action, 1320 Jamesville Avenue, Syracuse, N.Y. 13210, or phone 315-422-9121.)

The Libraries: A Vital Link

There are 15,000 public libraries spread through the cities and towns of America. They are a vital link in the literacy network, connecting and collaborating with federal ABE programs, LVA and Laubach affiliates, community colleges, and other community-based programs. Their presence in nearly every community gives them the potential of touching the lives of most Americans.

The American Library Association (ALA), with a membership of 40,000 libraries and librarians, provides leadership to help realize that potential. In 1981 ALA was instrumental in founding the Coalition for Literacy and initiating the National Awareness Campaign.

To enable libraries to extend their benefits to illiterates or those otherwise disadvantaged, the ALA maintains an Office of Library Outreach Services. The job of this Office is to step into the world of potential clients who ordinarily are not library users. Its target audiences are illiterate and semi-literate adults, school dropouts, the poor, the underemployed, disadvantaged ethnic minorities, and those isolated from the mainstream by cultural differences. The Office produces information and promotion materials for use by libraries with civic groups, clubs, or their own boards to convince them of the need to assist adult basic skills training efforts. It also sponsors workshops and provides technical assistance to state and local libraries.

Between 1979 and 1981, with a grant from the Lilly Endowment, the Office of Library Outreach Services set in motion activities that trained 1,000 librarians from the U.S. and the Virgin Islands to establish programs to teach literacy skills. Depending on their

and budget, different library systems serve the cause of basic literacy in various other ways: Some conduct their own literacy programs, using their own staff and space. *(The ALA estimates that about 3,000 adults are being served in programs directly operated by libraries.)* Others act as networking agents or literacy catalysts in the community. They assign staff librarians to recruit volunteers and arrange for their training, and refer people who need tutoring to literacy programs. Some libraries offer comfortable non-school settings for the tutoring classes of LVA, Laubach, ABE and others. Still others provide high-interest, low-level reading materials for new adult readers. The Free Library of Philadelphia, for example, has a $70,000 annual budget to provide non-returnable paperbacks of this genre to education and social service agencies throughout the county that work with adult illiterates. In 1982 R.R. Bowker began publishing a biobliography of the materials, with regular supplements, as an information source for libraries across the country. The Philadelphia library also prepares reviews of newly-available materials for the ALA's monthly Library Journal.

Literacy activities have not yet penetrated every library in every state, but recent federal legislation is encouraging the establishment of more library-related literacy programs. In Kentucky, the state library recently used a portion of its federal Library Services and Construction Act (LSCA) funds to initiate a statewide Kentucky Literacy Coalition. In California, the state library is currently spending $2.5 million of its federal LSCA dollars to sponsor new library-based basic skills programs throughout the state. So far, the states' use of these funds for library-related literacy work is discretionary. But LSCA legislation passed by the House and pending in the Senate will place a priority on the use of federal funds to engender literacy work.

(For more information, write: Jean Coleman, Office for Library Outreach Services, The American Library Association, 50 East Huron Street, Chicago, Illinois 60611, or phone 312-944-6780.)

Community-Based Organizations: Reaching the Hardest-to-Reach

The agencies with the best record for reaching and teaching adults with the lowest educational achievement were not specifically established to teach literacy. These community-based organizations came into being as local responses to the larger social and economic problems faced by their constituents. But because they serve poor communities—where illiteracy is most prevalent—their programs generally include a literacy component.

Community-based skills programs tend to be based explicitly on the premise that the problem of adult illiteracy is not solely educational, that those who lack conventional basic skills often suffer other deprivations: poverty, unemployment, lack of schooling, racial or ethnic discrimination, social isolation. Many persons in this milieu, steeped in the culture of poverty, don't see how literacy can make a difference in their lives.

These severely disadvantaged persons are the toughest to reach. They also are least served by ABE or the national voluntary programs, which are taught mostly by middle class tutors and focus specifically on acquiring reading, writing, and math skills. The community-based organizations do not aim as their chief focus to improve the ability to read, write, and cipher. Their aim is to bring about a larger change within individuals and the greater community through such activities as programs for battered women, health workshops, parenting classes, summer camps for disabled children, home construction training, and the like. Notably, in their literacy work the average rate of study completion is 65-70 percent (compared to 25-50 percent in mainstream programs).

Despite the known success of community-based programs in reaching persons at the lowest functional level, relatively little is known about them. They go by such names as *Barrio Education Project* (organized by Chicano women in the impoverished Mexican-American community of San Antonio); *Boston Indian Council* (an advocacy group for the rights of Native Americans in the Boston area); *Center for Rural Education* (farm workers in South Florida); *The Fortune Society* (help for ex-offenders); *Solidaridad Humano* (a comprehensive community service center for Hispanics on Manhattan's lower east side); and *New Horizons for Children* (parenting and parent-child problem solving, in Charleston Heights, South Carolina).

These highly localized entities are hard to count precisely because they are usually free-standing and independent—and they rarely have links to national associations or other programs. There is one major exception in the Association for Community-Based Education. ACBE, now eight years old, has 59 institutional members serving 105,000 adults in 31 states. (ACBE member organizations are linked primarily to community development, but they have education programs that are far ranging: from job counseling and career preparation, to accredited community college-based programs, to adult literacy.) In a recent survey, ACBE identified some 3,500 community-based programs around the country that offer literacy services. These programs individually reach only small numbers of adult illiterates but the best current estimate is that *collectively they provide basic skills to 600-700,000 persons*. The programs are underdeveloped and underfunded—with operating budgets that range from $15,000 to $200,000 per year. They are especially vulnerable to political opinion and the first to be adversely affected when federal and state budgets are cut. But at the local level they are at the cutting edge in providing literacy services to adults most in need of them.

Another organization with potential for reaching the neediest is the National Assault on Illiteracy Program. AOIP is a network of 120 black-oriented newspapers and 85 national black organizations, some with as many as 600 chapters, that have organized to encourage black Americans to seek help with their basic skills. While various AOIP affiliates already operate tutoring programs for blacks in various community settings nationwide, the first priority of AOIP is to develop community leadership, and instructional materials for distribution largely through black community newspapers and other publications. AOIP is convinced that for blacks to join their own or other tutoring programs and to succeed in them, their special motivational problems must first be addressed. Thus it emphasizes community leadership development. Although AOIP tutoring programs are themselves underfunded, national AOIP officials indicate that the immediate need is for funding of materials development and print communications.

(For further information about ACBE and community-based programs in general, write to Chris Zachariadis, Executive Director, Association for Community-Based Education, 1806 Vernon Street, NW, Washington, D.C. 20009, or phone 202-462-6333. For information about AIOP, write to Ben Wright, National Assault on Illiteracy Program, 507 Fifth Avenue (Suite 1101), New York, N.Y. 10017, or phone 212-867-0898.)

Colleges and Universities: Potential for Extending Outreach

Most colleges and universities in the country provide basic skills help to incoming students. Community colleges, by virtue of

eir special clientele, have long offered remedial reading, writing, and math programs. Since the 1960's, basic skills courses have been their most consistently offered courses. And four-year colleges and universities—even the highly selective—now regularly provide such services. (In 1982, nearly half the freshmen at the University of California/Berkeley were placed in remedial skills classes. That year more than 40 percent of Ohio State University freshmen were enrolled in basic skills classes.)

National education organizations lack precise data on the total number of college students receiving basic skills help because colleges do not regularly collect and report basic skills enrollments. But overall, several hundred thousand students are known to be getting such help nationwide. In the community college sector, a 1983 survey conducted by the American Association of Community and Junior Colleges found that in 266 member colleges (one-fourth of AACJC's membership), about 155,000 students were enrolled in basic skills programs. Moreover, a national survey conducted by UCLA's Higher Education Research Institute indicates that in 1982 some 57 percent of all entering college freshmen said they needed remedial help.

With a few exceptions, higher education institutions have been concerned chiefly with the basic skills problems of their own students...persons who by definition tend to be marginally rather than functionally illiterate. But as partners in the national attack on illiteracy, some institutions are beginning to develop basic skills outreach services for functional illiterates who are not college bound:

- At Central Piedmont Community College in Charlotte, North Carolina, a major pilot project, known as ABLE (Adult Basic Literacy Education), is testing the use of computers and other technology in adult basic skills instruction for community residents. Now in its second year, ABLE has demonstrated already that illiterate adults like and can use technology aids and that their learning time is half that of adults receiving one-to-one personal tutoring. The main goal of the program is to reduce learner frustration and dropping out by speeding up learner achievement and sense of accomplishment. The project is likely to be replicated elsewhere when the pilot period ends.
- At the July 1984 annual meeting of the League for Innovation in Community Colleges, a resolution was adopted that committed League members to extend literacy outreach services to adults. The League is a consortium of 18 community college districts involving nearly 50 institutions.
- As part of the federal College Work-Study Program, 18 colleges and universities have launched model projects in which their students are trained and paid to assist local literacy programs, and the U.S. Department of Education has encouraged other Work-Study institutions to develop adult tutoring programs. (See p.3 for details.)

A larger higher education involvement in combating functional illiteracy would contribute significantly to the national effort—and the provision of basic skills services to the community would benefit the institutions themselves in the long run. Institutions at all levels have a role to play, but the U.S. Department of Education and others believe that the community colleges have the greatest immediate program potential because of their specific mission to serve community needs. These colleges have a history of successful outreach already.

Apart from operating basic skills programs, higher education institutions can contribute in other important ways. Some already pursue research on adult learning and they could do more. Many that now operate teacher training programs for the schools could design new ones specifically to train adult basic skills teachers to operate in non-school settings. And state and local literacy planning bodies would be stronger with the active participation of colleges and universities. But to move more actively into the adult literacy arena, the institutions will need substantial new funding.

(For further information contact: Richard Hagemayer, President, Central Piedmont College, P.O. Box 35009, Charlotte, North Carolina, phone 704-373-6632; and/or Hank Spille, Director of Office on Educational Credit and Credentials, American Council on Education, One DuPont Circle, Washington, D.C. 20036, phone 202-833-4770.)

Programs For New Americans

Each year there are about 1.3 million newcomers to the United States. They include 400,000 legal immigrants, 800,000 illegal immigrants, and about 150,000 refugees. Together they make up more than half of the 2.3 million persons added to the pool of illiterates each year.

By far, the largest group is Hispanic. Hispanics are 6.5 percent or 14.6 million of the mainland population. They include Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans. Fourteen percent of Hispanics over 21 speak only Spanish. (Lack of proficiency in English is not limited to the foreign born. Estimates are that up to 25 percent of Hispanics born in the U.S. have difficulty with English.)

Another significant segment of the recent foreign population are immigrants and refugees from Afghanistan, Ethiopia, Eastern Europe, and Southeast Asia. The latter—some 460,000 from Vietnam, Laos, and Cambodia in the past five years alone—comprise the largest refugee flow into the U.S. in recent times.

The major basic skills provider for these groups is the *federal ABE program* which *serves nearly 600,000 ESL students annually* (one-fourth of all ABE participants). Some 57 percent of ABE's ESL students are Hispanics; 31 percent are Asian and Pacific Islanders. Whites constitute only 11 percent. Sixty percent are female. The largest group by age (more than 40 percent) is between 22-34 years old.

The Office of Refugee Resettlement of the U.S. Department of Health and Human Services operates numerous literacy programs through a mix of resettlement agencies and nonprofit human resource organizations. Community organizations such as YMCA's, churches, and social service agencies also provide literacy services to refugees. *The number of persons reached was about 45,000 in 1983.* Vietnamese are served most heavily by the programs, followed by Laotians, Cambodians, Hmong (Laotian highlanders), and small numbers of Haitians, Cubans, and Soviet and East Europeans.

ABE and Refugee Resettlement students vary in their employment histories and educational background. Many have little or no formal schooling. Some come from cultures whose language does not have a long written tradition. (Literacy instruction for these people often must be preceded by pre-skills development, such as learning to hold a pen or pencil, acquiring the ability to discriminate visually, and becoming oriented to the meaning of symbols on a printed page.) Others are not literate in any language to begin with, and still others are reluctant to join classes because of their illegal status.

ABE and Resettlement classes usually take place in public school settings, community colleges, vocational and technical schools, and adult education centers—and usually in classes of 12-25 persons or more. Many

[illegible]ses tend to put a lower immediate priority on reading and writing skills than on the ability to listen, understand, and speak. The idea is to first develop the tool most needed by these adults to begin negotiating their environments. Similarly, the curricula tend to be geared to the survival skills needed for daily living—functioning in the supermarket, bank, post office. There is an increasing use of materials to prepare immigrants and refugees for the world of work—how to receive work instructions, ask for clarification, call in sick—and, increasingly, there is a body of good commercially-produced material available for use by immigrants, refugees, and their tutors (though this material often costs more than programs can afford).

ABE funding for the ESL portion of its national program amounts to about $54 million annually (federal, state, and local sources combined). For fiscal year 1982, the last year for which data is available, the Health and Human Services' Refugee ACT of 1980 provided $29 million for Refugee Resettlement programs.

(For further information on refugee programs, write to William Bliss, Network Coordinator for Refugee [illegible]ices, Center for Applied Linguistics, 3520 Pro[illegible]t Street, Washington, D.C. 20007, or phone 202-298-9292. For information about ABE's ESL program, write to Paul Delker, Director of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.

Correctional Institutions

On any given day there are 600,000 persons behind bars in the U.S. Most are young enough to have full lives ahead of them; in the state prisons, more than half are between 20 and 30 years old; almost one-third are between 20-24. In relation to the general population, they are disproportionately male, minority, poor, unemployed—and grossly deficient in their education. More than 60 percent are considered functionally illiterate as compared to 20 percent in the general population. Nearly two-thirds have not completed high school, and of these one-fourth have not completed elementary or junior high. Moreover, according to Secretary of Education T.H. Bell, "it is estimated that of the 150,000 inmates who will be released this year, between 30-70 percent will be recommitted within a year. Lack of basic education and marketable skills aggravate a released offender's difficulties in [illegible]uring employment, thus influencing the return to crime."

The nation's correctional system includes 49 federal prisons, 561 state prisons, and 3,500 local jails. In the absence of a federal policy to set requirements or standards, there is great disparity in rehabilitation programs from state to state. (State prisons and jails hold 93 percent of the national inmate population.) Very few jails have any programs at all, and while a few state systems have exemplary education programs, most provide only minimal services. It is estimated that 12-30 percent of all state prison inmates are enrolled in basic, secondary, or vocational programs. And on average the states spend only about 5 percent of their correctional budgets on inmate education programs, including literacy. Moreover, state corrections officials claim that apart from underfunding, the programs are plagued by lack of space, equipment, and trained staff.

Inmates in federal prisons, though their overall number is small, fare somewhat better. The federal system mandates that anyone with a reading level below 8th grade *must* have instruction in basic skills for 90 days. There is an immediate incentive to acquire basic skills because they are required for promotion above entry-level prison jobs. The federal policy also mandates that reading specialists or special education teachers be employed in their programs.

Within the states, prisoner education usually is under the control of state departments of correction, which sometimes contract with ABE, community colleges, or voluntary programs to deliver services. (In nine states, school districts have been established solely to serve correctional institutions resulting in standardization of policy and programs and increased eligibility for funding.) Most basic skills services are provided in prison classroom settings and conducted by professional teachers and literacy volunteers, and some use inmate volunteers to augment the tutoring.

There is a rising awareness of the link between illiteracy and incarceration. Chief Justice Warren Burger argues that no prisoner should be released without being able to read, write, and perform basic math. And Secretary Bell recently committed the U.S. Department of Education to strengthening correctional education. One result is the Federal Correctional Education Assistance Act, now pending in Congress, which would authorize the Department of Education to provide financial assistance to the states for expanding penal education programs. In addition, the National Institute of Corrections (the education division of the Department of Justice) recently received a special $2.5 million Congressional appropriation to provide the states with technical assistance to develop computer-assisted instruction and other basic skills programs for inmates.

(For more information, write to Osa Coffey, Director, Correctional Education Association, 1400 20th Street, NW, Washington, D.C. 20036, or phone 202-293-3120.)

Churches: A Modest But Valuable Presence

The roots of literacy reach deep into Judeo-Christian history. There is a traditional alliance between religion and literacy, reading and prayer. In the U.S. most major denominations are involved in some way in literacy work, most often at a local level. But the two largest church-related efforts are those run by the Lutheran Church of America (LCA) and the Southern Baptist Convention (SBC). Each maintains a nationally-organized program administered by one or more full-time literacy specialists.

LCA, headquartered in Philadelphia, operates literacy programs in 50 states and Canada. Its 15-year-old Volunteer Reading Aides office establishes programs where none exist and makes referrals where they do, recruits and trains tutors, delivers direct literacy instruction, and provides technical and consulting services to groups requiring such assistance. The program is totally ecumenical and *serves about 1,000 persons annually*. Its current operating budget is $82,000, of which 85 percent is derived from church member donations and 15 percent from fees charged for consulting services.

The SBC, based in Atlanta, operates in 50 states and Puerto Rico. Its basic skills programs are tied closely to Christian ministry and evangelism, and *they reach an estimated few thousand adults annually*. For 25 years, SBC's Home Mission Board in Atlanta has funded its literacy work.

The LCA and SBC literacy programs are minimally staffed: LCA has one full-time literacy specialist and a full-time secretary; SBC, three full-time specialists and a part-time secretary. Both recruit volunteer tutors through word-of-mouth, flyers, and their own church membership. And both provide from 6 to 16 hours of tutor training in groups that range from 10-45 persons. In general, volunteers for LCA serve for 3-4 years, though 50 percent have full-time jobs elsewhere. Increasingly, LCA tutors are profes-

nal teachers, with women representing 80 percent of the tutoring force. The ethnic spread is 50 percent non-white, 50 percent white, and blacks are the largest non-white group of tutors. In contrast, tutors in SBC reflect church membership. Ninety percent of the tutors are women. An experienced cadre of tutors (some with as much as twenty years of experience) now form an SBC body of 500 workshop leaders who function as tutor trainers nationally.

Once trained, LCA tutors specialize in teaching ESL and reading to adults at a 0-5th grade level. LCA classes are held in churches, libraries, banks, Y's, hospitals, cafeterias, and elsewhere in the community. Tutoring begins on a one-to-one basis and advances to small group sessions with instruction provided for one and a half hours, two times a week, over a 12- to 24-month period. LCA's program is targeted chiefly at the native population. Fifty percent of its students are non-white, with blacks the largest component. Most students are high school dropouts 19-26 years old, unable to get employment. But many are middle-aged adults facing new job problems or retirees who are for the first time able to focus on their own educational needs. ESL students form the smallest group of LCA constituents.

SBC makes use of fewer community sites for instruction. Churches are used for ESL classes, schools for tutoring in-school youth, and private homes for tutoring adults. SBC's program includes ESL, citizenship instruction, and American culture and customs. Reading is taught to the 8th grade level, and students are prepared to move into high school equivalency and higher-level adult basic education programs. Assistance is given in handling medical aid problems, tax forms, nutritional problems, and the like. The main emphasis of the SBC program is ESL, which expands or contracts with waves of new immigrants and refugees.

(For further information about the Volunteer Reading Aides Program, write to Marti Lane, Coordinator, Volunteer Reading Aides Program, 2900 Queen Lane, Philadelphia, Pennsylvania 19129, or phone 215-428-2200. For information about the SBC program, write to Mildred Blankenship, Assistant Director, Christian Social Ministries Department, Southern Baptist Convention Home Mission Board, 1350 Spring Street, NW, Atlanta, Georgia 30367, or phone 404-873-4041.)

STATEWIDE PLANNING: AN URGENT NEED

Statewide planning for literacy services is vitally important. The emergence of the National Awareness Campaign makes urgent the need for such planning—to identify and made fuller use of existing literacy services at the local level ... coordinate the various local literacy planning groups that exist ... assess the need for additional services ... and provide a central referral location for literacy groups seeking help and businesses wishing to give planning, in-kind, or financial assistance.

Many states have already set up statewide planning mechanisms—Michigan, Minnesota, Indiana, New Jersey, and Kentucky to name some. Others in the process of doing so include Georgia, California, North Carolina, Rhode Island, Florida, South Carolina, Tennessee, and Ohio. In several states, Georgia for example, business leaders are taking a central role in forming planning bodies. And in others, educational leaders are trying to develop a systematic approach to the involvement of business.

Although some states are further along in their planning than others, all have one or more statewide offices responsible for coordinating the state literacy effort. Persons in these offices have been designated to serve as the main contacts for corporations in need of advice and information on how to become involved and for local literacy groups in need of funding or technical assistance.

The Business Council for Effective Literacy has developed a directory of the key contacts in each state. These are available free of charge to both corporations and the literacy field—and can be obtained by phoning or writing the Council. (See page 12 for address and phone numbers.)

Although some corporations may prefer to help combat illiteracy in states where their headquarters or branches are located, others may want to become involved in national programs as well. CONTACT Literacy Services in Lincoln, Nebraska (800-228-8813) is the best single source of national information. The Business Council for Effective Literacy will also be glad to provide any guidance it can.

MINNESOTA: ONE APPROACH TO PLANNING

The adult population of Minnesota is nearly 3 million. The Minnesota Literacy Council indicates that as many as 900,000 of these people are seriously deficient in their basic skills. Although this is not a new problem, major changes in the state's economy over the last decade have given it special urgency. Minnesota's economy survived the 1970's recession better than most states (the gross state product grew twice as fast as that of other frost-belt states, ranking 13th in the nation), but there was a progressive decline in the traditional industries of logging and mining. This in turn created large pockets of unemployed workers, many of them lacking basic skills. At the same time, there has been a large increase in the growth of high technology industries and services, with jobs in these areas requiring a work force with solid reading and writing skills. (High tech employment grew by some 20 percent between 1978-82 while the service industry grew by 31 percent from 1975-81.)

Only about 30,000 adults are currently getting literacy instruction in the state. The State Education Department, through the federal ABE program, is the largest basic skills provider, serving about 23,000 persons a year. The ABE program consists of some 65 projects around the state operated largely through school districts. Forty-five of these projects are consortia of two or more school districts working with various public and private organizations to provide education services.

The second largest provider is the Minnesota Literacy Council (MLC), a statewide voluntary literacy organization affiliated with Laubach Literacy. MLC directly operates or provides technical assistance to some 50 voluntary programs in the state, giving special attention to rural areas and to the large urban population of the Minneapolis-St. Paul area. MLC's network of programs presently serves about 4,500 adults. The Department of Education estimates that another 2,500 adults are served by the programs of churches, penal institutions, community colleges, and other community-based organizations.

Thus, an obvious gap exists between the level of need in Minnesota and the current service delivery system.

1980, to help overcome the adult illiteracy problem, Literacy '85* was formed. Its purpose was to develop stronger links among basic skills providers in the Minneapolis-St. Paul area and between providers and other urban resources of potential importance (e.g. libraries and social service agencies).

Literacy '85 already has had an impact on the improvement of services in the metropolitan area. Radio and television ads broadcast a special Literacy '85 hotline number that links a beginning reader to a literacy program. To make the public more aware of the illiteracy problem, Literacy '85 runs a varied information program. Recently, it hosted a Mayor's Breakfast attended by more than 120 representatives from business, government, and the literacy community. To help demonstrate the effectiveness of literacy programs to potential funders, Literacy '85 developed a system of uniform data collection on the impact that individual programs have on their students. To help inform tutors, program staff, and those in the state generally, Literacy '85 publishes a quarterly newsletter.

A central goal of Literacy '85 is to forge ties between the business and literacy communities. In one collaborative effort, the organization worked with the International Institute to develop a program in basic skills for Indochinese and other non-English speaking employees of the Minnesota Mutual Life Insurance Company. More broadly, Literacy '85 recently surveyed 30 metropolitan area businesses to get their views about their employees' basic skills needs. The results of the survey will be available shortly.

Until recently, however, Minnesota had no comprehensive statewide coordinating body in place or no systematic process for state planning. But representatives of the State Education Department, the Minnesota Literacy Council, and Literacy '85 realized that the emergence of the National Awareness Campaign made such a development essential if local programs were not to be overwhelmed.

Several events have converged to set the state on a comprehensive planning course. In early 1984, literacy leaders in the state convened The Minnesota Literacy Ad Campaign Response Group. Its role was to develop the preliminary agenda for a statewide response to the campaign. Shortly thereafter, as part of his Initiative on Adult Literacy, Secretary Bell wrote to state governors urging them to form comprehensive state literacy councils. And in May, the Business Council for Effective Literacy initiated a meeting in Minneapolis with Governor Perpich and representatives of the business community and the major literacy providing organizations. As a result, Governor Perpich recently appointed a 25-member State Task Force on Adult Literacy in Minnesota composed of representatives from business, philanthropy, state education boards and councils, broadcasting, community agencies, literacy organizations, and adult illiterates themselves. Steve Hansen, Senior Vice President of Personnel for B. Dalton Bookseller is serving as Chairman of the State Task Force. The group is working to assess the particulars of Minnesota's illiteracy situation and to develop a set of recommendations for the Governor by December. It has four broad goals: to bring about an increase in the State's 1985 appropriation for adult literacy; to generate a higher level of corporate support for literacy programs and planning; to improve public awareness of the adult illiteracy problem; and to develop stronger links among and between literacy providers and other resources in the state.

So Minnesota's statewide planning process is in motion, and on a time frame that should position the state for an effective response to the National Awareness Campaign.

*So named to reflect the expected results of a five-year plan developed in 1980. Literacy '85 is currently developing its agenda for the future, which may involve a name change.

CORPORATE LITERACY ACTION

B. DALTON BOOKSELLER: THE LARGEST INITIATIVE

In 1978 a Minneapolis company went in search of an important national issue to support. It discovered a problem then largely ignored by the public and the business community—adult illiteracy. B. Dalton Bookseller—the largest book retail chain in the nation with 700 stores in 500 communities—promptly set out to tackle this problem.

B. Dalton is an operating company of the Dayton Hudson Corporation. For the past 39 years, Dayton Hudson has annually contributed an amount equal to 5 percent of its federally-taxable income for charitable purposes. In 1978 B. Dalton assumed responsibility for its own philanthropic program, with an initial $16,000 budget and a mandate to use the financial and human resources of the company for some public issue relating to its business.

That same year the Minnesota Literacy Council, a statewide voluntary literacy program, applied for and got a grant from B. Dalton. Dalton's Director of Community Relations and Public Affairs became a Board Member of the Council and got to know its executive director. And, in 1981, Sherman Swenson became the Chief Executive Officer of B. Dalton and embraced the cause. As the company became more active the Minnesota Literacy Council director was hired to help produce a plan of action. A national assessment of literacy programs was then conducted to learn who was doing what and where, with particular attention to the firm's key markets.

B. Dalton approached the matter of literacy in the same way it set sales goals—through an annual strategic planning process using trend analysis. Research indicated that adult illiteracy was not only a solvable problem ripe for attention, but also a potential threat to B. Dalton's growth as a business and to the health of the market for books.

Finally, with the approval of the Trustees of the Dayton Hudson Foundation, the B. Dalton national literacy initiative was launched. It became the sole priority of the company's corporate public involvement program—all grants and in-kind services were channeled to this area. Last September, B. Dalton announced a $3 million program ($900,000 contributed by the Dayton Hudson Foundation) over a four-year period, the largest single commitment to date by a private source.

The news spread quickly to literacy providers. But there was a caveat—to be funded, programs had to be operating where B. Dalton bookstores are located. The purpose of funding would be to strengthen literacy programs already in operation and to develop model projects with potential for improving the national delivery system as a whole.

In 1983, B. Dalton made 169 grants totalling $532,812. Eight grants went to national organizations, including Laubach Literacy and Literacy Volunteers of America. The Coalition for Literacy received the largest grant, $50,000, to help support its national media campaign. Over 90 grants, in 28 states and Washington, D.C., supported

[illegible]e and local adult literacy organizations. The remaining funds went to reading programs for children and youth. Many grants were for general program operating costs; others underwrote staff development, instructional and public relations materials, and leadership training for volunteers.

Funding for literacy programs is only one facet of B. Dalton's literacy initiative. Another is to provide management and technical assistance to literacy program operators. And a third is to encourage the participation of company employees in voluntary literacy programs. In the latter area, a campaign to enlist employees on all levels has been launched with the goal of recruiting about 10 percent of B. Dalton's 8,500 employees. A recent survey showed that some 275 are already taking part in local programs, primarily as tutors, and that 27 of 40 B. Dalton regional managers are now serving on boards and advisory committees of local or state literacy organizations.

B. Dalton has planned its national literacy initiative through 1986. Volunteers are central to its strategy as is the continued allocation of company resources. One goal in the four-year plan calls for an increase in the number of community-based volunteer programs supported in its markets from 105 to 300. Another goal is to increase the number of literacy volunteers in those programs from 16,000 to 50,000—and to that end the company is preparing posters and bookmarks to attract potential volunteer tutors while they purchase books in local B. Dalton stores.

WHAT OTHER CORPORATIONS ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS TO EXTERNAL PROGRAMS

Many businesses provide grants and advisory or other in-kind support for externally operated adult basic skills programs. Support is usually given to programs which serve the residents of communities in which the businesses have branches. But in some cases the programs serve a state, regional, or even national [illegible]. Some illustrative examples follow.

ARCO Chemical Company, Sun Company, ARA Services, CIGNA, Mellon Bank, Gulf Oil, IBM, The Philadelphia National Bank, The First Pennsylvania Corporation, and some 30 other area companies have recently provided funding for Philadelphia's Center for Literacy. These grants range from under $1,000 to over $10,000 and aim to help expand the Center's adult basic skills services at several tutoring sites around the city. Private sector support for the Center has grown from under $5,000 in 1982 to an expected $143,000 in 1984, much of the increase attributed to the work of dedicated business leaders (particularly the representative from Mellon Bank) who serve on the Center's development committee.

Ashland Oil Foundation has recently pledged $75,000 to Kentucky Educational Television, for support of a statewide effort to improve the basic skills of adults.

Chicago Tribune Charities recently announced a grant program to help literacy providers in Chicago area communities better serve adults with basic skills problems. A secondary focus of the program is on enhancing the literacy of school-age students. The 1984 and 1985 grant budgets are $100,000 and about $150,000 respectively, for grants of up to $5,000 each.

The First Union Corporation and several other local businesses have recently provided funding to North Carolina's Central Piedmont Community College for its Adult Basic Literacy Education Project (ABLE). ABLE offers specially-designed tutoring, including computer-assisted instruction, to adults whose reading skills are below the eighth grade level.

The Gannett Foundation has for several years made small grants to literacy programs located in communities served by Gannett publications. The Foundation recently granted $73,000 to Literacy Volunteers of America for preparation of a tutor's guide to be used in conjunction with newspapers as an instructional tool.

The General Electric Foundation has granted $75,000 to the Coalition for Literacy for support of its three-year national adult literacy awareness campaign.

Grumman Corporation is developing a program in which its employees will be trained by Literacy Volunteers of Nassau and Suffolk Counties in New York State to serve as voluntary literacy tutors in their programs.

Household International, Amoco Oil Company, and **Nalco Chemical Company** provide financial and/or in-kind support to Literacy Volunteers of Illinois and are represented on its board.

The Kansas City Star, Hallmark Cards, and other local businesses are providing grants and in-kind support, including free publicity, to Project Literacy in Kansas City. One feature of the project is its use of the daily newspaper as a teaching tool.

NCNB Corporation encourages its employees to work as volunteer tutors in the program, and representatives of The Greater Charlotte Chamber of Commerce and several local businesses serve on the project's advisory committee.

Northwestern National Life Insurance Company has 35 employees serving as volunteer tutors in Minnesota's Twin Cities literacy programs. This employee-managed volunteer group also works in non-literacy programs and is reportedly the largest volunteer effort of any company in the Minneapolis-St. Paul area.

Pacific Gas and Electric has for several years given grants and advisory support to such groups as the Bay Area Urban League Training Center, the East Bay Skills Center in Oakland, and the Opportunities Industrialization Center West in Menlo Park for job training programs in which basic skills tutoring is an integral part. PG&E also gives release-time to employees who serve as volunteer tutors in a basic skills program of the San Francisco Community College District.

JCPenney Company and **New York Life Insurance Company** are regular funders of Literacy Volunteers of New York City. Both companies also provide space on their premises for LV-NYC's one-to-one and small group instruction for the general adult population.

Standard Oil of Ohio has recently provided funds to Cleveland's Project Learn for books and other instructional materials to be used by adults with poor reading skills. As part of the Project Learn program, **Ameritrust** has contributed video equipment for tutor training and funds for development of a reading materials catalogue system to be used by cooperating libraries.

J. Walter Thompson, The European-American Bank, Reader's Digest, Ernst and Whinney, and **CBS** have been providing advisory and other in-kind assistance (e.g. accounting services and telephone public service ads) as well as some financial assistance, to the American Reading Council. Historically the Council's emphasis has been on reading projects for children and parents but it is attempting to increase its service to adult learners in general.

Time, Inc. provides funding to the national office of Laubach Literacy (Syracuse) and Literacy Volunteers of New York City. The company also funds and is represented on the board of the Literacy Assistance Center of New York City, a citywide coordinating center for literacy programs and planning. It also is developing innovative teaching aids for literacy tutors to use in conjunction with articles in **Time** and **Discover** magazines.

INVOLVEMENT IN LOCAL, STATE, AND NATIONAL PLANNING

Many businesses are involved in planning for adult literacy. Among them are the following:

The American Association of Advertising Agencies works in various ways in the field. It had a leadership role in founding the Coalition for Literacy and in planning the Coalition's national adult literacy awareness campaign.

The Boston Private Industry Council works with the city's job opportunity program to develop policy, political support, job placement opportunities, and skills training programs. Basic skills classes are part of the overall effort and include large numbers of immigrant women. The Boston PIC favors an approach that develops basic skills and job opportunities simultaneously.

Eastern Airlines and **New York Telephone** are working with the New York City and Miami private industry councils on programs similar to Boston's. Basic skills classes figure centrally in these programs as well.

The Knight Publishing Company was a founding member of Literacy Action of Charlotte, a coalition of business, education, and social service organizations which since 1979 has taken an active role in fund-raising for literacy programs in the area and in recruiting literacy tutors and students.

Standard Oil of Ohio is funding a planning project at Cuyahoga Community College in Cleveland to clarify the extent of the illiteracy problem in that area, what is being done about it, and what action is needed.

OPERATION OF IN-HOUSE PROGRAMS

Many companies have established in-house basic skills programs for their own employees. Some examples are:

AEtna Life Insurance Company in Hartford offers a 15-week program of adult basic skills for employees who have not completed the ninth grade, as well as English language classes for foreign-born employees and a high school equivalency preparation course for employees with a basic skills mastery above the ninth grade level.

The Bank of Boston, Blue Cross/Blue Shield of Massachusetts, The Bank of New England, and other Boston-area businesses have contracted the services of The Continuing Education Institute to develop individually-tailored basic skills classes for company personnel. The companies pool their resources by providing common classroom space and other support services. Each company pays the tuition fees of its participating employees. The companies report that those employees who have successfully completed the program to

AT OTHER CORPORATIONS ARE DOING (Cont'd)

date (43) have earned a high school diploma from a collaborating area high school, increasing both their self-confidence and their opportunities for job advancement and further education.

Consolidated Diesel has contracted with an educational consulting firm to provide a computer-assisted program in basic reading, writing, and math for workers at its new North Carolina facility in Rocky Mount. Employees are urged to put their upgraded basic skills to immediate use on the job. This program is part of an overall development effort to create a more efficient "team" approach to management.

General Motors, in collaboration with **The United Auto Workers**, conducts basic skills programs for workers at most of its plants in the U.S. Education staff in each plant tailor the programs to the specific needs of their employees. The General Motors programs make heavy use of computer-assisted instruction, and many aim to prepare workers to operate new robotic and other equipment being introduced into the factories.

New York Telephone sponsors basic skills classes for its employees, using City University of New York staff and facilities. The program, which already has served some 3,000 persons, aims to upgrade basic skills so that employees are better able to pass exams needed for job advancement within the company.

Rockwell International has for the past five years provided basic skills training (with special emphasis on math skills) for workers in its Colorado facility. The classes prepare workers for apprenticeship exams in the various skilled trades required by the plant. General basic skills classes are held at a nearby community college, while job-specific training is conducted at the plant.

A Note To Our Readers

We at BCEL would very much like to hear from our readers about the usefulness of this issue of our newsletter. Suggestions on how to make future issues even more helpful also would be welcome.

RECENT BCEL ACTIONS

Although the Business Council for Effective Literacy is dedicated to facilitating corporate involvement in efforts to combat adult illiteracy rather than to making direct grants itself, two recent exceptions were made for activities that are both nationally urgent and central to advancing the Council's goals.

In June, after several months of review and planning, the Council made a two-year matching grant of $400,000 to the American Library Association (fiscal agent for the Coalition for Literacy) to ensure that the Coalition's multi-media National Adult Literacy Awareness Campaign would be launched on schedule. Council funds were granted primarily for Advertising Council production costs and a national telephone referral service. (For details about the campaign see pp. 3-4 of this newsletter.)

In March, in a related action, the Council granted $50,446 to the American Association of Adult and Continuing Education for a six-month project to examine the resource and funding needs of literacy programs nationwide as they attempt to meet current and future demands for their services. The AAACE report, to be titled The REAL Study (Report on Expanding Adult Literacy Services), will be submitted to the Council in early October. It should be of interest to federal and state educational planners and the business community, and the Council hopes to distribute it widely later this fall.

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What Your Company Can Do (Cont'd.)

6. *Provide financial support for centers of adult literacy research, data gathering, and information dissemination.*

   - **The Philadelphia National Bank** recently granted $30,000 for a research project to improve the curricula of literacy programs in Philadelphia. The study will be jointly conducted by the University of Pennsylvania's Literacy Research Center and the city's Center for Literacy.

7. *Set up employee basic skills programs,* using paid instructors or staff volunteers trained by external literacy organizations—or contract with external groups to tutor employees.

   - **General Motors,** in collaboration with **The United Auto Workers,** conducts basic skills programs for workers at most of its plants in the U.S. Education staff in each plant tailor the programs to the specific needs of their employees.

   - **Honeywell, Inc.** and other Denver-area electronics, light manufacturing, and service firms provide job-specific conversational English and reading instruction to their immigrant employees through the Intercultural Programs of the Metropolitan State College.

8. *Encourage company executives, employees, and their families to serve as volunteers in community literacy programs.* Convince business friends that they, too, have a stake in the problem and encourage their involvement in combating it.

   - **Colonial Bank and Trust, The Travelers Corporation,** and **The Hartford Insurance Group** have recruited employees to serve as volunteer tutors in literacy programs in their communities. Tutor training is given by the local chapters of Literacy Volunteers of Connecticut.

9. *Press for more public support for literacy programs and planning on a local, state, and national basis* — as civic leaders and trustees of school boards, libraries, community colleges, voluntary organizations, and other literacy-involved organizations.

Prepared by

Business Council
For Effective Literacy

1221 Avenue of the Americas, New York, N.Y. 10020
212-512-2415/2412

Functional Illiteracy Hurts Business

27 million adult Americans can't read or write well enough to...

- *fill out a job application*
- *understand the label on a medicine bottle*
- *make full use of their native ability to lead productive and satisfying lives*
- *exercise the responsibilities of citizenship*

The Literacy Crisis: A Solvable Problem

Functional illiteracy in the United States means 27 million people over the age of 17 who can't read and write well enough to function in the basic requirements of everyday living and working. Add to this number another 45 million adults who are only marginally competent in their basic skills. Now the total becomes 72 million, or one out of every three adult Americans. And each year, according to the U.S. Department of Education, this figure is growing by 2¼ million.

Corporations are faced with an increasing amount of costly in-house basic skills instruction. But these programs and those of the various literacy organizations—e.g., ABE, the voluntary programs, community-based organizations—are meeting only an estimated 5 percent of the problem. Not only do present programs lack the resources to reach the great number of people who have acknowledged their need for help, but special attention must be given to reaching adults whose shame and despair prevents them from seeking help.

The loss in human potential is enormous. But this situation is rendered even more tragic by the fact that illiteracy is a fundamentally *solvable* problem— one that can be overcome with a combination of public awareness, increased funding for new and existing literacy programs, and better planning.

One of the most curable ills in America today is adult illiteracy.

How Illiteracy Hurts the Business Community

While functional illiteracy is a challenge to all Americans, and costs society billions of dollars a year, it poses a special problem to business and industry for these reasons:

- Millions of employees suffering from varying degrees of illiteracy are costing their companies daily through low productivity, workplace accidents, absenteeism, poor product quality, and lost management and supervisory time.

- Up to three-fourths of the currently unemployed are functionally illiterate, seriously reducing the pool of competent persons for new hires. In addition, the promotability and mobility of many of the currently employed are restricted for lack of the essential basic skills.
- The millions of adult illiterates who can't qualify for much of the work our technological economy demands also represent a major loss of potential customers for products and services.

The climate is right for a major attack on the problem, and for the business community, which has such a critical stake in overcoming illiteracy, to take a more active role in combating it. The scope of the problem is such that no one sector of society can solve it alone. It will take a partnership between public and private interests to make any sizable inroad on a problem that has been markedly outgrowing the degree of current effort to meet it.

What Your Company Can Do

Your company can help combat illiteracy in various ways—and in the process serve its own best interests. You don't have to be a large corporation to make a difference; even small contributions can add up to major support. You can:

1. *Make grants to local adult literacy programs which operate in communities where you have headquarters or branches*—e.g., to Literacy Volunteers, Laubach Literacy, libraries, community-based organizations—to enable the programs to develop and expand staff, tutoring, and other essential services needed to serve more adults.
   - **Chicago Tribune Charities** has a grant program to help literacy providers in Chicago-area communities better serve adults with basic skills problems. A secondary focus of the program is on enhancing the literacy of school-age students. Annual grant budgets are $100-150,000 for grants of up to $5,000 each.
   - **JCPenney Company** and **New York Life Insurance Company** are regular funders of Literacy Volunteers of New York City. Both companies also provide space on their premises for LV-NYC's one-to-one and small group instruction.
2. *Provide in-kind assistance to local programs:* space to hold classes, computer and other equipment donations, free publicity, printing of instructional materials, fund-raising help.
   - **Control Data** has supplied computer equipment and software for pilot literacy projects in Opportunity Industrialization Centers in Seattle, Milwaukee, and Providence.
   - **The Rhode Island Advertising Club** contributed $200,000 in in-kind materials and services to the state's 1984 multi-media adult literacy awareness campaign.
3. *Make grants for the development of new literacy approaches and services*—e.g., use of computers and television for extending outreach.
   - **Ashland Oil Foundation** recently pledged $75,000 to Kentucky Educational Television, for support of a statewide effort to improve the basic skills of adults.
   - **The First Union Corporation** and other local businesses are funding Project ABLE, a computer-assisted adult basic skills pilot project at North Carolina's Central Piedmont Community College.
4. *Provide financial and in-kind support to strengthen the national offices of such groups as Laubach Literacy, Literacy Volunteers, the Association for Community-Based Education, and the Coalition for Literacy.*
   - **The Gannett Foundation** recently granted $73,000 to Literacy Volunteers of America for preparation of a tutor's guide to be used in conjunction with newspapers as an instructional tool.
   - **The General Electric Foundation** has granted $75,000 to the Coalition for Literacy for support of its three-year national adult literacy awareness campaign.
5. *Join and/or provide financial support to local and state literacy planning/coordinating councils and agencies.*
   - **Columbia Nitrogen Corporation** and **Sears Roebuck** have taken a leadership role in the Georgia Literacy Advocacy Initiative, the state's literacy coordinating body. A business sub-committee focuses on generating involvement of the state's business leaders.
   - **The Knight Publishing Company** was a founding member of Literacy Action of Charlotte, a coalition of business, education, and social service organizations which since 1979 has taken an active role in fund-raising for literacy programs in the area and in recruiting literacy tutors and students.

APPENDIX C

HOW TO FORM
A STATE OR LOCAL LITERACY COALITION

Coalitions can solve big problems which individual organizations may not be able to solve alone. What's a coalition, you may ask. A coalition is a group of loosely linked organizations who, recognizing common purposes and objectives, cooperate to achieve goals they might not achieve alone. The national Coalition for Literacy is such a group. Eleven organizations have met regularly for three years in order to mount a literacy awareness campaign. States are beginning to develop their own coalitions for literacy which complement the national effort. These groups are finding that working together can be more productive, more efficient, and yes—more fun than going it alone. So if you want to coordinate literacy activities on a broader scale in your local area or develop a state or regional coalition for literacy, consider the following:

PURPOSES

- ★ To assess literacy needs and situation
- ★ To establish goals and objectives based on needs
- ★ To provide services and resources to fill the gaps
- ★ To coordinate activities
- ★ To serve as a mechanism for exchange of information
- ★ To stimulate new programs

TYPES

Coalitons can be temporary (ad hoc) — formed to fulfill a specific purpose; they may be general purpose — an ongoing, loose confederation; or they may be permanent — an association of associations, usually with paid staff and a real personality of its own.

TIPS

1. Select a convenor — someone who is acceptable to all members. This person may not always be the most obvious, nor the strongest. And, you may find that rotating the position is a desirable way to share influence.

2. Maintain continuity through the services of a coordinator — one person to remain constant throughout other changes. It's best if this person can be a sensitive and skilled negotiator.

3. Avoid competition among the members. Often constituent members will be fundraising from the same sources. It's important, therefore, to maintain a low profile for the coalition and to emphasize the positive achievements of members, for coalitons are fragile bodies which may die within an hour unless carefully protected.

4. Build in flexibility. Members need to opt in and out of decisionmaking as it affects their organizations.

5. Facilitate the establishment of ad hoc groups within the coalition. If subgroups are flexible and accommodating to member interests, they are more likely to get things done than if they remain rigid and unyielding to the turn of the events.

6. Allow for plenty of discussion. Members must feel that they may contribute to open discussions regularly.

7. Allow for lobbying within the group if this is a group goal. Such interchange can be beneficial to all concerned if kept within reason.

8. Develop understanding of the real decision-making structure within the group. Arrange for small group discussions to include those who may feel "left out."

9. Search out the strengths of all group members. Allow such strengths to operate in large and small group discussions. Fit members into small groups who work well together. Build sharing times when large and small groups can intermingle.

When people join together to satisfy
a common need, great things can happen.

Goals of the Indiana Adult Literacy Initiative

1. To establish a task force for planning and coordination to be called the Indiana Coalition for Literacy.

2. To identify and build a network of those people interested in working to eradicate adult illiteracy in the State of Indiana.

3. To identify model literacy programs and projects.

4. To plan and conduct a Governor's Conference entitled "Partnerships for Adult Literacy" to be held in September 1984.

5. To give recognition to Indiana citizens whose contributions help to reduce illiteracy.

6. To establish a long-range mechanism for the management of volunteers for adult literacy on a statewide basis.

7. To make recommendations to state policy-making bodies on the issue of adult literacy and adult education.

from The Indiana Adult Literacy Initiative

Robert D. Orr
Governor

Harold H. Negley
State Superintendent of Public Instruction

1983

Sample: State Coalition Goals

Sample: Subcommittee Charges

Indiana Coalition for Literacy

1. Assessment and model selection:

   a. Assess the extent of literacy training and volunteerism in Indiana

   b. Collect data about the numbers of programs, volunteers and adult students

   c. Identify exemplary programs in utilizing volunteers

   d. Identify exemplary programs in instructional methods

   e. Identify exemplary partnerships between the public and private sector

2. Conference planning:

   a. Develop purpose statement

   b. Develop program

   c. Select site

   d. Conduct conference (September 1984)

3. Publicity/public information (year-long):

   Develop and carry out a publicity/public information plan to fulfill the Coalition's objectives.

Other sub-committees may be added as needed.

From: The Indiana Adult Literacy Initiative, 1983.

Sample: Membership

Indiana Coalition for Literacy

Persons from the following types of organizations will be invited:

1. Governor's Voluntary Action Program
2. Department of Public Instruction, Division of Adult and Community Education
3. ACTION
*4. B. Dalton Booksellers
5. Chambers of Commerce, Business, Industry (3)
*6. Indiana Association of Adult and Continuing Education
7. Indiana Community Education Association
*8. Indiana Council of Adult Education Administrators
9. Indiana Council of Churches
10. Indiana General Assembly (2)
*11. Indiana International Reading Association
*12. Indiana Library Association
13. Institutions - Corrections and Mental Health
14. Labor
*15. Laubach Literacy International
16. Lilly Endowment, Inc.
*17. Literacy Volunteers of Indiana
18. National Assault on Illiteracy
19. United Way of Indiana
20. Others to be added

*Their national counterparts are co-sponsors of the National Coalition for Literacy.

From: The Indiana Adult Literacy Initiative, 1983.

Tips on FUND RAISING

Before you begin your effort for searching for funds you need to establish a fund-raising committee. Keep in mind that your organization's members have talents and skills that could prove to be very useful to your funding committee. Elect a chair to coordinate all fund raising activities.

The fund raising committee should decide first what the money is needed for, and exactly how much is needed. Then, a specific time-table of activities related to obtaining funding should be established and every deadline should be met on time. Make fund raising a continuous, expanding process. Avoid relying on any one source of funding.

Remember that publicity and fund raising go hand-in-hand. Publicity will increase public awareness of your program and encourage contributions. You can create, change or enhance your public image and possibly attract new members through publicity.

Don't forget that "it takes money to make money." For example, you will need stationery, brochures, telephone, postage, miscellaneous office supplies and equipment, plus other needed equipment/material depending on the type of fund raising you decide upon.

Try to solicit money for your program because you help people, rather than for a new headquarters, etc. If you need office space, equipment or supplies, approach those who have the materials/equipment available. Often a business can more donate space or equipment, easier than actual money. Try to use dues, if possible, to cover operating expenses.

When approaching a potential funder you should personalize your appeal by making an appointment and meeting the funder face-to-face. During this meeting (and in your written proposal) you should:

1) emphasize the problem of illiteracy;
2) use specific examples on how you are attempting to alleviate it in your community;
3) show how people have benefited from your program;
4) ask for a specific amount of money;
5) make your potential funder feel that their contribution counts;
6) always be positive, never tell people that without their money your program will collapse;
7) tell the funder how long your program has been in existence;
8) show your sound fiscal practices; and
9) prove you have a good administration.

If you must make your approach through the mail, you should always find out the name and title of the potential funder and direct your mail to him/her. Include a type-written proposal, return envelope, cover letter and your program's brochure.

Besides approaching a foundation, business, etc. for funds, you may consider one of the following fund raising activities. These could involve all your members, including some of your students.

- Bake Sale
- Garage Sale
- Fairs/Bazaars
- Bumper Stickers
- Lapel Buttons
- T-Shirts
- Fashion Shows
- Banquet/Luncheons
- Concerts, Shows & Films
- Car Wash

Finally, evaluate your fund raising efforts. Compare the time and expense involved with the response that you received. You will soon learn what the best methods are for your community.

Funding - Resources

Getting yours: A publicity and funding primer for non-profit and voluntary organizations

A guide to public relations and funding activities. This 1983 publication is available for $6.00 from:

CONTACT Center, Inc.
P.O. Box 81826
Lincoln, NE 68501-1826

Publications available through the Foundation Center include:

The Foundation Directory

Includes over 4,000 listings of foundations in the 1983, 9th edition. Entries include a description of the grantmakers giving interests, address and telephone numbers, 1981-82 financial data, name of donors, trustees and officers, plus full application details.

Source Book Profiles

A more detailed loose-leaf compendium of the top 1,000 foundations. Based on a two-year publishing cycle, 500 foundations are analyzed each year in quarterly installments. The subscription also includes four special indexes to the foundations in each quarterly volume. The indexing breaks them down by: subject, type of support, foundation name, and city/state and focus of giving.

National Data Book

Lists every foundation in the United States that give more than $1 per year. (The Foundation Directory lists only those having assets of over $1 million or annual grants totaling more than $100,000.) Foundation entries in the National Data Book include name, address, principal officer, and full fiscal data.

Comsearch Printouts

Each "Broad Comsearch" includes all grants reported to the Foundation Center in that category in 1982, and useful indexes. Special topic and Subject Printouts are also available.

For more information on these and other information available from the Foundation Center contact:

The Foundation Center
888 Seventh Avenue
New York, NY 10106
(212) 875-1120

For the name of the nearest library collection and information on the center's program, call toll free (800) 424-9835

Public Management Institute publications include:

The Directory of Corporate Philanthropy

Provides detailed information on the corporate foundations of the top 500 businesses in America. Each corporate listing includes information on areas of interest, eligibility, policy, financial profile, application process, and sample grants.

Computer Resource Guide for Nonprofits

Includes a directory of computer software programs and a directory of foundations, corporations, and federal agencies that make grants to nonprofit organizations to support computer hardware, software and training.

Other publications include topics such as grant planning, grant administration, proposal writing, how to get federal contracts, managing staff and volunteers, and nonprofit financial management.

For more information on Public Management Institute publications and training, contact:

Public Management Institute
358 Brannan Street
San Francisco, CA 94107
(415) 896-1900

Publications available from the Taft Corporation include:

Taft Foundation Reporter

A directory profiling all major private foundations, plus two monthly periodicals "Foundations Giving Watch" and "Foundation Reporter".

Taft Corporate Directory

Contains over 600 pages of profiles of hundreds of major corporations, including direct giving committees and corporate foundations. Subscribers also receive two monthly periodicals, "Corporate Updates" and "Corporate Giving Watch".

For more information, contact:

Taft Corporation
5125 MacArthur Blvd., N.W.
Washington, DC 20016
(202) 966-7086

National Organizations

Council on Foundations, Inc.

A membership association of organizations concerned with promoting the public good through private giving. The council's programs and services fall primarily into four areas: public policy, education, information and consultation. Bi-monthly publications cover major issues facing grantees, grantmakers and society. For additional information call or write:

Council on Foundation, Inc.
1828 "L" Street, N.W.
Washington, DC 20036
(202) 466-6512

Independent Sector

A membership organization which acts as a meeting ground for those involved in both sides of the philanthropic business. Specific program areas include: public education, communication, research, encouragement of effective nonprofit management and operation, and government relations. Independent Sector also publishes a variety of occasional papers and studies, and a monthly newsletter, "Corporate Philanthropy".

National Committee for Responsive Philanthropy

(NCRP) is a membership organization committed to improving the accountability and accessibility of philanthropic institutions and to increasing the amount of philanthropic dollars going to "non traditional" groups. The organization monitors the philanthropic community and advocates increased responsiveness to changing public needs. NCRP organizes conferences and coalitions around key issues, conducts studies, issues reports, and works to voice members' concerns to legislators. The committee also publishes a quarterly, "Responsive Philanthropy" covering current issues in the field. For additional information contact:

National Committee for Responsive
Philanthropy
810 8th Street, N.W.
Washington, DC 20006
(202) 347-5340

CONTACT LITERACY CENTER
c/o Contact Center, Inc.
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Lincoln, NE 68501-1826

Basics of

PUBLIC RELATIONS

When developing your own publicity, be sure to appoint a publicity chairperson first and foremost. This person will be responsible for coordinating your needed PR activities. These activities should take place throughout the entire year. You can tell your story over and over again in as many different ways as you can using the following methods.

News Releases - Radio, Newspaper, Television
Public Service Announcements - Radio, Newspaper, Television
Special Events & Projects - Workshops, New Grants, etc.
Radio & Television Appearances/ Interviews
Letters to the Editor
Letters & Mass Mailings
Phone Calls
Personal Visits
Church Bulletin Inserts
Stuffers Sent with Mailings
Posters or Flyers
Brochures and Other Hand-Outs
Newsletter

Public Speakers
Slide & Film Presentations
Booths, Displays at Community Fairs and Other Events
Marquee Announcements
Billboards
Bulletin Boards
Window Displays
Word-of-Mouth
Business Newsletters
Grocery Bags - Inserts or Printing on the Bag Itself
Restaurant Placements
Milk Cartons
Bumper Stickers
Lapel Buttons
T-Shirts

When planning your publicity piece you must first determine your objective; each piece should have just one primary message. Always keep in mind -- Who, What, When, Where and Why.

Examples of publicity efforts may include:

*Workshops - Upcoming and completion report.
*Inform non-readers that one-to-one tutoring is available.
*Encourage persons who know non-readers to tell them about your tutoring program.
*Success stories.
*Inform your community about the extent of its illiteracy problem.
*Outstanding speakers.
*New projects/grants.
*Civic events that involve your organization or representatives of your group.
*Awards received or given.
*Fund raising events.

Plan your publicity very strategically, pre-planning every detail, utilizing a written time-table and sticking to it. Use your imagination and be creative!

When submitting pieces in writing remember to keep it short and triple check for errors. Each piece should be submitted in type-written form.

After it is all said and done, evaluate the methods you used, the time and expense involved with the response you received. You will soon learn what the best methods are for your community.

RESOURCES:

Getting Yours: A publicity and funding primer for nonprofit and voluntary organizations

A guide to public relations and funding activities. This 1983 publication is available for $6.00 from:

CONTACT Center, Inc.
P.O. Box 81826
Lincoln, NE 68501-1826

Handbook for Volunteer Reading Aides

A manual that supplies information and facts about illiteracy, learning to know the adult non-readers, organizing to combat illiteracy, scheduling workshops, publicizing your literacy program, recruiting non-readers, and organizing a literacy council. This 1975 publication is available for $2.00 from:

Lutheran Church Women-Volunteer Reading Aides
2900 Queen Lane
Philadelphia, PA 19129

CONTACT LITERACY CENTER
c/o CONTACT, INC.
P.O. Box 81826
Lincoln, NE 68501-1826

GETTING YOURS:

A Publicity And Funding Primer For Nonprofit And Voluntary Organizations

Many nonprofit and voluntary organizations know how to provide services, but to be of maximum effectiveness in their communities they need to improve their ability to attract publicity, communicate with the media and other organizations, and to develop knowledge of and a system for obtaining funds. *Getting Yours* is designed to be a guide to help your organization sharpen its skills in public relations and funding. It will provide you with practical information on:

- Working with other groups and individuals in your community
- Forming a coalition
- Making media contacts
- Public Service Announcements
- Appropriate news release writing and format
- Newsletters and brochures
- Planning and carrying out publicity and fund-raising events
- Funding sources – how to research and identify
- Approaching the private sector for funding and other forms of assistance and support
- Proposal writing
- And More!!!!!

PLEASE SEND _____ (quantity) copies of *GETTING YOURS* at $6.00 per copy.

_____ Payment enclosed (will be sent postage paid)

_____ Charge to my VISA/MASTERCARD account:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Expiration Date _____

Mail to:

Name _____

Address _____

_____

City/State/Zip _____

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Send to:

Contact Center
P. O. Box 81826
Lincoln, NE 68501
(402) 464-0602

YOUR LOCAL PRESS RELEASE IS A BIG PROMOTION WEAPON . . . HANDLE WITH CARE

FOR IMMEDIATE RELEASE

DATE: (Ask editor when he/she wants material, then date your release accordingly.)

FROM: (Name, address of your group. Use letterhead if possible.)

CONTACT: (Your name and phone number.)

Filling out a job application, reading a newspaper or signing a check may seem like simple tasks to many people. However, for one in five residents of (your area) such tasks are monumental.

Their problem is functional illiteracy. Illiterate adults lack the basic skills they need to solve everyday problems most people take for granted.

Overcoming the obstacles of not being able to read and write isn't easy, but there is a local program that can help.

The (your council's name) consists of trained volunteer tutors who battle illiteracy in their own backyards, equipped with compassion and basic teaching materials. (Your council) is one of 640 U.S. affiliates of Laubach Literacy Action which provides free, one-to-one tutoring to non-readers and non-English speakers.

In the U.S., more than 26 million adults (one in five) are functionally illiterate. "Most people do not realize how widespread the problem is," says (council director), director of (your council). "Illiteracy compounds all our social problems of poverty, poor health and crime," he/she adds.

According to (director's name), anyone with reading ability can become a tutor. The council's next training workshop is planned for (date). For more information, contact (contact person) at (phone number).

Mail to all daily papers and local weeklies. Your library should have up-to-date directories listing every paper or periodical you want to reach. Deadlines? Just call the editor and ask.

Follow the basics—

KEEP IT SHORT, NEWSY, TIMELY

By following the basics when preparing a news story, you have a good chance of seeing it in print. Be objective. Don't editorialize. Here are some simple rules to follow:

1. Type it double-spaced on one side only of 8½" x 11" paper.
2. Leave ample (1½") margins, both left and right.
3. At the upper left hand corner, type your name, address and phone number. This identifies you as a news source, and the editor will have no trouble reaching you if he has any questions about your story. If you have a PRESS RELEASE letterhead, use it. It may get a bit more attention.

The sample news story (above) should be re-typed as suggested and blank areas filled in. *What you fill in the spaces will give the needed local impact and importance.* Avoid adjectives and glowing tribute.

REDUCING FUNCTIONAL ILLITERACY: A National Guide to Facilities & Services

Libraries and Literacy

Libraries

Grass-roots/Community Programs

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA ·

Adult Basic Education

"EACH ONE TEACH ONE"

Laubach Literacy International

NEW EXPANDED 1983-84 EDITION

Over 5700 Programs Listed

LITERACY VOLUNTEERS of AMERICA Inc.

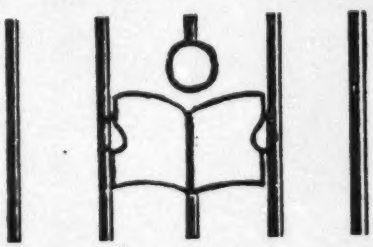
Literacy Volunteers of America

ira

International Reading Association

Coalition for Literacy

Leaders linked together to bring America's illiteracy problem to light



Correctional Institutions

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ABBREVIATIONS

The following is a list of the abbreviations used in this Directory:

1 - 1:	One-to-One
Addr:	Address
Alt Ph:	Alternate Phone
Assn:	Association
BOCES:	Board of Cooperative Educational Services
CC:	Community College
Chr:	Church
Cncl:	Council
Co:	County
Coll:	College
Comm:	Community
Dist:	District
Ed or Educ:	Education
Elig:	Eligibility
ESL:	English as a Second Language
HSE:	High School Equivalency
JVS:	Joint Vocational School
Lit or Liter:	Literacy
Prog:	Program
Proj:	Project
Schl:	School
Srv:	Services
Univ:	University

WHAT CAN BE DONE?

Our organization, the CONTACT LITERACY CENTER, a division of CONTACT, INC., is not looking for a place to lay the blame for this massive waste of human potential. Neither do we pretend to have the desire or expertise to debate the various educational philosophies involved in the subject. Instead, it is our intent to go straight to the heart of the problem and to address functional illiteracy* through hard facts and referrals to proper resources.

We believe that the resources necessary to solve this seemingly enormous problem are available right now. There are currently countless grass-roots organizations and thousands of individuals across the country working to alleviate functional illiteracy. This Directory is our attempt to identify and bring together these organizations and individuals in order to facilitate an increased level of literacy in our nation.

In addition to the CONTACT LITERACY CENTER, there are also a number of other national organizations making a devoted contribution to the field of literacy. A few of the primary national organizations working to combat functional illiteracy are:

Coalition for Literacy
Attn: Jean Coleman
50 East Huron Street
Chicago, IL 60611
312/944-6780

The Coalition for Literacy is a group of organizations, each with a deep commitment to work toward the eradication of illiteracy. The Coalition includes:

American Association for Adult and Continuing Education (AAACE)
American Association of Advertising Agencies (AAAA)
American Library Association (ALA)
B. Dalton Bookseller
CONTACT, INC.
International Reading Association (IRA)
Laubach Literacy International (LLI)
Literacy Volunteers of America, Inc. (LVA)
National Advisory Council on Adult Education (NACEA)
National Commission on Libraries and Information Science (NCLIS)
National Council of State Directors of Adult Education (NCSDAE)

A major activity planned by the Coalition for Literacy will be a nationwide media campaign which, among other efforts, will refer interested people to a toll free telephone number and mailing address. Approximately $20 million in public service advertising is anticipated. The CONTACT LITERACY CENTER will be serving as the Coalition for Literacy's national clearinghouse.

**We are accepting the definition of functional illiteracy as the inability to use skills and knowledge with the functional competence needed for meeting the requirements of adult living.*

U. S. Department of Education
Jorie Mark, Branch Chief
Office of Vocational & Adult Education
400 Maryland Avenue, SW
Washington, DC 20202
202/472-5860

Adult Basic Education (ABE) is a program of the U. S. Department of Education. ABE was initially established under the Economic Opportunity Act of 1964. The aim of ABE is to reach students 16 years old and over throughout the country who, for one reason or another, did not finish high school. ABE offers programs using school facilities and personnel, and through public and nonprofit agencies. Unions and businesses can operate ABE programs on their premises, if there is a need and demand. ABE programs can be both structured and flexible. They attempt not only to teach reading but to ground the student in life survival skills as well. With this goal in mind, the program combines counseling and home lessons with traditional classroom teaching. In 1980 there were more than two million participants in ABE programs nationally.

Something new to this year's directory are the comments listed below a large percentage of the programs. These comments supply you with information on the cost to the student, office hours, eligibility requirements, and the services which are offered by the various programs. The basic eligibility requirement for participating in most of the programs listed in this directory is a willingness to learn. Most programs also stipulate that the learner be over 16 years of age and not attending a public school. Usually the services are free of charge; others charge for the necessary books, usually a minimal amount. The times, locations and frequency of tutoring sessions are generally arranged at the convenience of the tutors and learners.

We hope that you will use this Directory extensively and that you will find it contributes to the sharing of information essential to reducing functional illiteracy. If you know of any other organizations working to combat functional illiteracy which should be included here, or if there is an error in the listing of your organization, please let us know. Also, any suggestions, comments or criticisms are welcome.

To all of the literacy programs appearing in this directory we extend our gratitude for your efforts in providing us with information, with special thanks to Scott, Foresman and Company for their support.

Rhonda Kadavy
Director of Literacy Services

CONTACT LITERACY CENTER
c/o CONTACT, INC.
P. O. Box 81826
Lincoln, NE 68501
402/464-0602

ILLITERACY IS A HANDICAP!

it affects . . .

Youth

Almost 50% of children and adolescents referred to psychiatric clinics have a reading disability as their primary problem.[5]

Eighty-five percent of all juveniles who go to court are functionally illiterate.[9]

An estimated 13% of 17-year-olds are functionally illiterate.[2]

Schools

Those with less than six grades of education are four times more likely to end up on welfare than those with at least nine years of schooling.[9]

There are nearly 1 million school dropouts a year.[1]

Nearly 100% of school dropouts have severe reading problems.[5]

Thirteen percent of high school students graduate with the reading and writing skills of sixth graders. More than one-third of adults have not completed high school.[1]

Colleges /Universities

A top law firm has hired a professional writing instructor to work with freshly recruited lawyers because "many of the new law school graduates cannot write."[1]

For several years, college-textbook publishers have been diluting their products with increasingly simplified language, bigger pictures and less-complex writing. Publishers say the trend, known in the trade as "dumbing down," results because many of today's undergraduates cannot handle difficult material.[1]

An estimated two-thirds of U. S. colleges and universities find it necessary to provide remedial reading and writing courses for students. Nearly half of the freshmen at the University of California at Berkeley, which draws from the top one-eighth of high school graduates, are placed in remedial composition classes.[1]

Military

The U. S. Navy is having trouble finding enough eligible recruits to successfully man the battleships; the young sailors cannot read the Navy manuals.[5]

Thirty percent of Navy recruits are dangerous to themselves because they lack basic educational skills. The U. S. Army refers 27% of its enlistees to remedial reading classes, because they cannot understand training manuals written at a 7th grade level.[10]

One out of every 20 recruits now coming into the U. S. Army is a "functional illiterate" and eligible for a new program that takes soldiers out of basic training for as many as six weeks of remedial training to raise their reading skills above the fifth grade level.[5]

Instructional materials of the armed forces increasingly resemble comic books, with pictures and simplified language used to assist recruits who have reading deficiencies. One Army manual has five pages of pictures to show a soldier how to open the hood on a truck.[1]

Criminal Justice

Prisons offer classes for inmates, about 80% of whom are thought to be functionally illiterate.[1] In 1981, approximately 20,000 inmates participated in literacy programs, and nearly 50,000 participated in ABE.[4]

Each year, 6.6 billion dollars is spent to keep 750,000 illiterates in jail.[1]

Business/Employment

Persons unequipped with basic skills are at a constant disadvantage in the job market, particularly in a troubled economy. The least educated are the last to be hired and the first to be fired.[1]

Businesses are having more and more trouble finding employees properly trained in composing or even understanding written sentences and working with computerized data banks. Labor experts worry that such difficulties could put the U. S. at a disadvantage in competing with other technologically advanced countries.[1]

Of the nation's eight million unemployed, four to six million are estimated by U. S. Labor Department analysts to lack the basic skills of communication, personal relations, motivation, self-confidence, reading and calculating that would enable employers to train them for jobs that will open up in the next few years. Labor projections suggest that the number of unskilled and semi-skilled jobs will shrink in the next few years as computers take over in factories and offices.[11]

About one-third of all adults cannot fill out a job application.[6]

Seventy-five percent of all unemployed persons have inadequte reading and writing skills.[9]

Americans who do not complete high school earn about two-thirds the salary of those who do. Those who do not complete grade school earn even less – about half as much as those completing high school.[11]

END

DEPT. OF EDUCATION

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